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ABSTRACT

This book of lesson plans, compiled from resources in the ERIC database, focuses on writing activities for junior high and high school social studies classes. The book begins with an introductory essay by John J. Patrick and then provides lessons on world history, United States history, general topics, and newspapers, as well as, a user's guide, an activities chart, resource sheets, and an annotated bibliography of related resources in the ERIC database. (MS)

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Writing across the Social Studies Curriculum

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Teaching Resources in the ERIC Database

TRIED

by Roger Sensenbaugh

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Writing across the Social Studies Curriculum

Roger Sensenbaugh

ERIC Clearinghouse on Reading and Communication Skills
Clearinghouse for Social Studies/Social Science Education

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. We also cover interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

TRIED is an acronym for Teaching Resources in the ERIC Database.

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Introduction to Writing across the Social Studies Curriculum

by John J. Patrick
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Writing to learn is a central idea of 1980s curriculum reformers. They urge teachers of all subjects and at all grade levels to require students to write frequently and carefully about content in their courses of study. The probable payoff is greater learning for greater numbers of students, because proficiency in writing is associated with advancements in knowledge and cognitive skills.

Educators in the social studies have participated prominently in current campaigns to improve learning through the systematic teaching of writing. They, too, have called for emphasis on writing in teaching the core subjects in the social studies curriculum (e.g., history, geography, economics, civics, and international studies).

Current concern for "writing across the social studies" is one response to alarming reports about wide-ranged deficiencies among students in knowledge, thinking skills, and writing skills. In recent years, national assessments of students' achievement have revealed large-scale ignorance among eleventh- and twelfth-grade students of core concepts and facts in history, geography, and economics. Furthermore, these students tend to lack skills in critical thinking, speaking, and writing.

Teaching writing in concert with subjects in the social studies is a key to remediation, one way to address critical shortcomings in the general education of young Americans. For example, if students of American history engage regularly in well-designed writing activities, they are likely to learn more about this discipline as they develop skills in writing and thinking.

Rich opportunities for writing can be found in every subject of the social studies and at all levels of the curriculum in the elementary and secondary school. One limitation on the teaching of writing in the social studies, however, is lack of resources, especially examples of how to do it. This volume was developed in response to the inquiries and concerns of teachers who are looking for models and guidelines about how to teach writing in concert with the contents of the standard social studies courses in American history, world history, government, geography, economics, and international studies.

Users of this publication, *Writing Across the Social Studies Curriculum*, are provided with valuable practical examples in the ERIC database about how to connect activities in writing with lessons on important topics in the social studies. These examples for the classroom demonstrate that *writing to learn* and *learning to write* can become complementary components in the core of the social studies curriculum.

Series Introduction

Dear Teacher,

In this age of the information explosion, we can easily feel overwhelmed by the enormity of material available to us. This is certainly true in the education field. Theories and techniques (both new and recycled) compete for our attention daily. Yet the information piling up on our desks and in our minds is often useless precisely because of its enormous volume—how do we begin to sort out the bits and pieces that are interesting and useful for us?

The TRIED series can help. This series of teaching resources taps the rich collection of instructional techniques collected in the ERIC database. Focusing on specific topics and grade levels, these lesson outlines have been condensed and reorganized from their original sources to offer you a wide but manageable range of practical teaching suggestions, useful ideas, and classroom techniques. We encourage you to refer to the sources in the ERIC database for more comprehensive presentations of the material outlined here.

Besides its role in developing the ERIC database, ERIC/RCS is responsible for synthesizing and analyzing selected information from the database and making it available in printed form. To this end we have developed the TRIED series. The name TRIED reflects the fact that these ideas have been tried by other teachers and are here shared with you for your consideration. We hope that these teaching supplements will also serve for you as a guide, introduction, or reacquaintance to the ERIC system, and to the wealth of material available in this information age.

Carl B. Smith, Director

ERIC/RCS

User's Guide for "Writing across the Social Studies Curriculum"

National studies of writing in secondary schools show that most writing activities are used to assess students' knowledge. The writing activities in this book have quite a different goal: to help students learn material in the social studies curriculum.

These lesson plans help you incorporate writing into your junior high or high school social studies courses in a meaningful way. Students brainstorm for ideas, generate ideas with others through group discussions, and inspire ideas within themselves through journal writing. They draft and redraft their writing and have their peers edit their work. Students themselves evaluate, as well as respond to, the activities. Most importantly, students' own ideas and experiences are an integral part of the activities, and they often write for "publication" before audiences other than the instructor.

This book is divided into five sections. In addition to sections for world history, U.S. history, and geography, the book includes a section of lessons using newspapers as resources for writing assignments, and a general section of writing assignments for any type of social studies class. The subtitles for each lesson provide a further guide to the lesson content, indicating the focus for each particular lesson, such as role-playing, writing prompts, and oral history. The "Activities Chart" (pages viii-ix) indexes the lessons by these categories.

Lesson Design

These lessons offer practical ideas that have been gathered from their original source in the ERIC database and revised into a consistent format for your convenience. Each lesson contains the following sections:

Brief Description **Objectives**

Procedures **Results/Benefits**

Although the lessons are addressed to you, the teacher, many times the TRIED text addresses the students directly. These student directions are indicated with a "•" (bullet). Address these remarks to your students throughout the lesson, if you so choose. Some lessons refer to special reading material too long to include in this booklet. An annotated bibliography at the end of the book contains references to some of these lessons as well as to more theoretical works.

You know your students better than anyone else. Adapt these lessons to the ability levels represented in your classroom. Some of the lessons were specifically written for certain levels, but can be modified easily.

Consider these lessons as recommendations from your colleagues who TRIED them and found that they worked well. Try them yourself, modify them, and trust your students to respond with enthusiasm. Students can improve their writing if they are given the chance to write more. They can learn the material better if they use writing in a variety of ways to explore the meaning of the facts and ideas they are studying.

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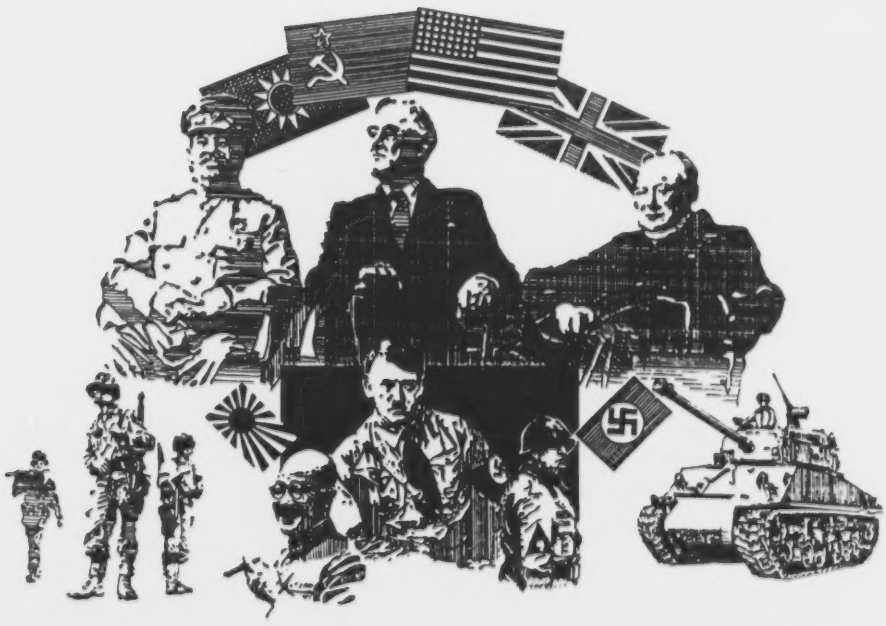
Activities Chart

	Primary Sources	Creative Writing	Role-Playing	Literature	Writing Models	Oral History	Sequenced Assignments	Family History	Research Papers	Newspapers	U.S. History	World History	Group Activities	Cultural Awareness	Geography	Prewriting	Writing Prompts	Journal Writing
Bayeaux Tapestry (p.2)	X											X				X		
Pre-Modern History (p.4)	X						X					X						
Political Decision Making (p.6)			X									X	X				X	
Analysis of History (p.8)					X													
Write-Your-Own (p.11)					X	X		X			X							
Student Vignettes (p.14)								X			X							
Journal/Newspaper (p.15)				X														X
The Vietnam War (p.17)						X					X							
The Civil War (p.19)	X										X							
Political Power (p.20)									X		X							
Science Fiction (p.22)		X	X				X				X		X					
Jacksonian Era (p.25)			X								X							
Bio Scrapbooks (p.27)			X								X							
Civil War Newspaper (p.29)			X							X	X		X					
Constitution/Minorities (p.32)			X								X		X	X				
U.S. History (p.34)			X								X							
President/Constitution (p.36)							X				X		X					
Social/Historical Issues (p.38)				X			X				X		X					
Archival Material (p.41)											X			X			X	
Slave Almanacs (p.42)		X									X							
Historical Ballads (p.45)		X																
"Believe It or Not!" (p.46)														X				

Activities Chart (continued)

	Primary Sources	Creative Writing	Role-Playing	Literature	Writing Models	Oral History	Sequenced Assignments	Family History	Research Papers	Newspapers	U.S. History	World History	Group Activities	Cultural Awareness	Geography	Prewriting	Writing Prompts	Journal Writing
Historical Fiction (p.48)				X														X
Dime Novels (p.51)		X																
Guided Research (p.53)									X									
Personalizing History (p.55)			X															
Opinions/Facts/Fiction (p.57)		X					X											
Ceremonies (p.60)							X											
Rhetorics of History (p.61)																		X
Political Cartoons (p.64)													X				X	
Executive/Legislative (p.66)										X	X		X					
Economic Issues (p.68)										X			X					
Role of the Police (p.69)										X			X					
Brief Assignments (p.71)										X							X	
Current Events (p.73)										X								
Censorship/Free Press (p.74)										X						X		
Fact vs. Opinion (p.76)										X								
Bill of Rights (p.77)										X	X		X					
Courtroom Simulation (p.78)			X							X								
Awareness of Cultures (p.79)										X				X				
Culture/Geo Insights (p.81)				X			X								X			
Thematic Maps (p.84)							X						X		X			
Wind/Solar Energy (p.86)															X			
Controversial Topics (p.89)													X		X			

World History



Primary Sources

Analyzing the Bayeux Tapestry

Source

Carter, John Marshall, "Classroom Ideas: The Bayeux Tapestry in the Social Studies Class," *Social Education*, v50 n4 p314, 316 Apr-May 1986.

Brief Description

Presents a variety of writing assignments centering on themes in the Bayeux Tapestry, a famous Norman wall hanging that depicts events surrounding the Battle of Hastings (1066 AD).

Objective

To have students become aware of 11th and 12th century political, social, and economic history by investigating an original "document."

Instructional Materials

You will need a copy of the Bayeux Tapestry. The literature surrounding this remarkable piece of cloth is quite large; most school libraries will have some sort of reproduction of it. The *National Geographic* (August 1966) has a splendid reproduction and a scholarly article as well. A full set of slides dealing with the tapestry can be ordered from:

Centre Guillaumede Conquerant
rue de Nesmond F. 14400
Bayeux, Calvados, France

In 1984, a full set cost approximately US $10.

Procedures

1. Prewriting activities

- Make a list of what is known about the tapestry.
- Record the contents of the tapestry.
- Write down ideas for an essay.
- Impose some order (chronological or topical) on the items noticed.
- Brainstorm a verbal mosaic based on questions that you formed about the tapestry.

2. Tapestry Questions

- Who wove it? For what purpose?
- How old is it?
- Where is it now?

- What kind of cloth is it made of?
- Who are the people in it?
- What are the geographical areas portrayed in the tapestry?
- What agricultural techniques are depicted?
- What does the tapestry say about mythology, kingship, language, astronomy (Halley's comet is in the sky), and architecture of that era?

3. Writing Activities

- Write essays about:
  1. Normandy before the invasion.
  2. the Anglo-Saxons before the invasion.
  3. the effects of the invasion.
  4. the role of women.
  5. an itinerary of a trip to where the tapestry is now located.
  6. the clothing styles depicted in the tapestry.
  7. everyday life in the 11th century.
  8. biographical sketches of the major characters.
  9. a fictional account involving the knights in the tapestry.
  10. a dialogue between characters in the tapestry.
  11. the peasants in the tapestry telling their own story.

Results/Benefits

Analyzing the Bayeux Tapestry with this lesson helps to bring the 11th century to life and also gives the student experience in analyzing an original document, instead of relying only on a textbook account.

Comments

This is an intriguing lesson. It is fascinating to have students work with an original source that is fairly easy to analyze. The fact that it is a work of art also means that, with luck, students completing this lesson will begin to realize that works of art can speak to them in many different ways.

Illustration by Barbara Vultaggio

Sequenced Assignments

Pre-Modern World History

Source

Bard, Imre. "Sequencing the Writing of Essays in Pre-Modern World History Courses," *History Teacher*, v19 n3 p361-71 May 1986.

Brief Description

Designed for a world history course, but easily adapted to any course, this lesson presents a series of eight writing assignments which become more complex and difficult as the student progresses through the cycle.

Objectives

To improve the teaching and learning of history by improving students' critical thinking skills, applying those skills to historical knowledge, and expressing that knowledge in an essay.

Procedure

The examples of questions are for illustrative purposes. Similar questions could easily be developed for any course. The progression of complexity is the foundation of this lesson.

1. Consider historical change in the distant past about which we know little. For example:
   - Write a speech addressing your fellow pastoral-nomadic tribespeople in which you praise the virtues of farming. See the early chapter of Jacob Bronowski's *Ascent of Man* for further information.
2. Examine the changing relationship between humans and nature. For example:
   - Describe how the Middle East was changed by the early farmers.
3. Develop a sense of chronological relationships. Memorizing dates serves little purpose—students need to be able to take the basic chronological sequence of dates and discuss the interrelationships that exist.
   - Why are the years around 500 BC important in world history?

- Why is it impossible to understand the history of the ancient Middle East without knowing when the chariot, iron-making, the alphabet, and cavalry were invented?

4. Begin to analyze historical events, and notice that analysis must precede interpretation. Most students are too eager to interpret, and resist analyzing.
   - Analyze the relationship between the caste system and transcendental religion in Indian history.
5. Test students' ability to formulate a hypothesis and construct an argument. Start with simple statements and work up to comparisons between several topics.
6. Give the students an opportunity to overcome ethnocentrism with questions such as:
   - Did people in the Late Middle Ages behave as "dark ages" people or "up-to-date" people? Present evidence for your position.

Questions such as the following can help students realize the danger of applying contemporary Western standards to non-Western cultures in an earlier age:

- In what ways was China the most advanced medieval civilization? In what ways was the Arab culture the most advanced?

7. The interpretation of primary sources is critically dependent on your imagination and expertise. Choose several primary sources with differing views on some subject, and then have the students use the information in those sources to answer specific questions.
8. This assignment offers students a taste of how historians actually "do" history.
   - Marshal all available knowledge from lectures, films, the textbook and other books, and other contemporary sources to answer specific questions.

Results/Benefits

Students develop critical thinking skills, apply those skills to historical information, and incorporate that information into an essay.

Comments

This approach to writing in social studies is eminently flexible. It also helps students learn to write more sophisticated essays by offering a progression of increasingly difficult and complex assignments. Depending on the individual abilities of the students, you may wish to mix these assignments and have your students start at different levels. Also, as the year progresses and students begin to demonstrate their strengths and weaknesses, you may have some students advance more quickly in the lessons and some remain at the same level for a time.

Writing Prompts

Political Decision Making at Yalta

Source

Rubano, Gregory. "Using Writing to Teach Political Decision Making," *Social Education*, v51 n4 p278-79, Apr-May 1987.

Brief Description

Using the famous photograph of Roosevelt, Churchill, and Stalin at Yalta, students analyze the influence of personality in political decision making.

Objectives

To help students realize that personalities and historical background cannot easily be separated from political decisions and deliberations. Also, to help students formulate, list, and restate their own ideas and to develop the ability to listen, read, and explore their own and others' ideas.

Instructional Materials

Obtain copies of the famous photograph of Churchill, Roosevelt, and Stalin at the Yalta Conference.

Procedure

1. Moving into the Minds of the Participants at Yalta

   Students formulate and list ideas in this stage of the lesson. Review the history of the Second World War up to (but not including) the conference at Yalta. The intent is to set the stage for the drama of a meeting of the superpowers without giving away the ending.

   - Form small groups and examine the photograph. Decide as a group what kind of agreement each of the leaders would expect.

   At this stage, the details of the photograph may only begin to enter the discussion. Focus on helping the students discern aspects of the leaders' personalities from the photograph.

   - As a group, write down a negotiating position for each leader.

2. Writing a Series of Conjectures

In this stage, students reformulate ideas presented in the first stage.

- Write a dialogue between Roosevelt and Churchill engaging in a private communication. This dialogue should reflect each of the leaders' expectations towards the other.
- Assume the character of Stalin, Roosevelt, or Churchill, and write a letter to a friend or relative revealing the leader's personal thoughts.

Encourage students to drop the formal style they probably adopted in their estimation of the leaders' public positions.

3. Analysis

Collect the dialogues and letters and choose the most intriguing ones for use in a class discussion. Compare the proposals made by the various groups. Have the groups critique one another's proposals. Compare the paranoia, hopes, anxieties that each leader reveals in the private communications. Note the differences.

4. Teacher Closure

Present the details of the Yalta Agreement and discuss the logic behind them. Read excerpts from Roosevelt's letters presented in Winks' book (see sidebar) and compare them to students' letters. Discuss the misconceptions held by the students.

Further Readings

Robin Winks, *The Cold War: From Yalta to Cuba* (New York: Macmillan, 1964), a source of letters from Roosevelt about the conference.

James MacGregor Burns, *Roosevelt: The Soldier of Freedom 1940-1945* (New York: Harcourt Brace Jovanovich, 1970), a source for subsequent readings.

Associated Press News Features Photo

Writing Models

Advanced Analysis of History

Source
ED 273 517
Young, Jacqueline. *Writing Strategies for Advanced Placement European History.* 1986. 20 pp.

Brief Description

Presents a detailed model of the comparison/contrast essay for use in history courses.

Objectives

To improve students' writing skills and to help them learn the course content through writing.

The material in the source is aimed at Advanced Placement European History classes. The general techniques applicable to any history course are described below.

Procedure

The following outline is a model for the comparison/contrast essay:

I. Introductory paragraph
   - A. Write a topic sentence.
   - B. Define the terms in question.
   - C. Provide historical context for the period.
   - D. Propose a thesis that divides the essay into categories.

II. Body
   - A. Expand each category of the thesis into a paragraph (or paragraphs).
   - B. Each paragraph should have the following elements:
     1. Topic sentence.
     2. Evidence to support the topic sentence.
     3. Summary of main points and restatement of the category related to the thesis.
   - C. Arrange the paragraphs to allow balance between similarities and differences.

III. Conclusion

A. Topic sentence

B. Summary of each paragraph in the body

C. Restatement of the thesis

The source illustrates this model by outlining an answer to a question about Luther's responses to the political and social questions of his day.

Outlines are important. The following suggestions help develop outlining skills:

A. Brainstorm outlines as individuals, groups, or a class.

1. Write all ideas for the essay on the board or on newsprint with magic markers.
2. Organize the ideas by category.
3. Arrange the categories into an essay outline.
4. If different outlines are made, compare the outlines.

B. Use concept mapping.

1. Start with a concept and draw links to other concepts.
2. Organize the concepts and links into a linear outline.

C. Cut up evidence.

1. Type all the evidence that relates to a particular question.
2. Reproduce.
3. Cut up and scramble.
4. Have students organize into an acceptable outline.

Grading Essays

Students respond best to positive comments. When grading, carry on a dialogue with the students. Show them how to implement your suggestions. As time progresses, students will probably need fewer detailed comments. Also, have the students grade each others' essays, withholding final decisions for yourself.

Results/Benefits

Students write better when they have a chance to practice writing. They also learn the material better when they write about it.

U. S. History

Family History

Four Write-Your-Own-History Projects

Brief Description

In conjunction with their eighth grade U.S. history courses, students engage in a family history project that culminates in a family history night for friends and family. The project lasts six weeks, including the winter vacation period.

Source

ED 239 995

"Family History Unit—U.S. History—Grade 8." Ventura Unified School District, CA, 1984. 15 pp.

Objectives

To introduce the study of the family in connection with the history of immigration to America, and to promote personal identification with the events of American history, which is lacking in textbooks.

Procedure

The privacy of the family is to be respected. Tell the students to share only the material that they wish to share. The entire scope of the project should be clarified before the students and their families consent to participate. If a family declines to participate, the students have the option of using a historical character in place of themselves.

The family history project at the Balboa Middle School is an annual event involving some 350 students, although this project can be conducted on a much smaller scale.

The lesson is divided into four parts:

1) Family tree
2) Interview with oldest living relatives
3) Family history paper
4) Family History Night

1. Family Tree

- Some of you may have more information about your family than others have about theirs. Fill out a family tree as far back as you can. Include birth and death dates and places wherever possible. Include the maiden names of female family members.

Comments

The source of this lesson contains simplified worksheets that have little to do with family history. It may be more interesting for the students to fill out traditional family trees. Whatever way is chosen should be used consistently for all students participating. Check the trees for correctness and completeness of information.

- Indicate family members who immigrated to the United States from another country.

2. Family Interviews

Prior to the winter vacation, instruct students on interviewing techniques, and have them write out the questions that they are going to use in their interviews.

- Choose one male and one female relative to interview. Choose older relatives, since they will be able to tell more of the family's history.
- Write several questions to ask your interviewees from five of the following categories: work, school, family life, politics, leisure-time activities, houses, mobility, family celebrations.
- Conduct the interviews, tape recording them if possible.
- If you cannot interview your chosen family members in person, write them a letter explaining the project and asking them to respond in writing to your questions. Or, you could interview older friends of the family.

The interviews need not be turned in, as a written assignment in class will be based on them.

Have the students transcribe the interviews and edit them so that they read like excerpts from any of Studs Terkel's books based on oral history interviews, such as *"The Good War": An Oral History of World War Two* (Pantheon, 1984) and *Hard Times: An Oral History of the Great Depression* (Pantheon, 1970). An example of an easier, less time-consuming assignment would be to have the students write an account of how both relatives responded to the same topic, noting similarities and differences.

3. Family History Papers

- Choose one family member or one line of the family as the subject of your paper. Narrow the scope to a reasonable size, given the amount of time you have to complete the paper and the amount of information. Before you start writing, get a clear idea in your mind of what you want to write and how you are going to organize it.
- Make an outline of the main topics and subtopics you wish to include. You may find that you may need to gather more information.
- Whenever possible, include relevant events of U.S. history in your paper as points of reference for your own story.
- Write the rough draft of your paper.

Consider peer editing or other revision strategies rather than simply asking students to revise their papers.

- Have your parents or other family members read your paper and make written comments.
- Prepare and hand in the final copy of your paper.

4. Family History Night

Students participate in an evening gathering where the results of their work are displayed for family and friends. Several options for student displays include:

- *Family artifacts*: Gather items such as photographs, newspaper clippings, awards, clothing, toys, etc., from your older relatives. Gather material that has some historical as well as family significance.
- *Family mobility map*: Trace the movements of your family from their countries of origin and across America, indicating dates and reasons for moving. Indicate movement of your father's side of the family separately from your mother's.
- *Time line:* Chart the major events in U.S. history and correlate them with your family's history. Indicate how your family was affected by the historical events.
- *Family history notebook:* Assemble your family tree, brief biographies of family members, copies of family documents of historical interest, and maps showing family movement throughout the generations.

Results/Benefits

This project has met with tremendous enthusiasm from students, parents, grandparents, teachers, and administrators. The project was chosen by the Association of California School Administrators Task Force on Public Confidence as an exemplary project.

Comments

An intriguing comment came from a family member who said that because of this project, they had sat down and talked as a family for the first time. This project seems to be a good way of making history more personal: students might feel that the history of the Spanish American War, for example, has more meaning for them if they know that a family member was on the battleship Maine.

Comments/Notes

Family History

Student-Written Vignettes

Source

Krebs, Jane P. "Connections: Writing about Family," *English Journal*, v76 n6 p58-60, Oct 1987.

Brief Description

Students make connections with their pasts by collecting stories from their family history, writing these stories in any form they choose, sharing them with the class, and "publishing" their stories.

Objective

To help students make connections with their past.

Procedure

- Read Alice Munro's "Connection" from *The Moons of Jupiter*.
- Talk to relatives or family friends and learn some information about their personal histories.
- Gather only a few strictly biographical details. Focus on the family and how each family lived, not on the broader historical details. Let the stories tell themselves.

Allow about three weeks to pass before winding up the research. Ask students to write up three of the vignettes in any form they choose. A strictly chronological form is one possibility and is the method used by Munro. Consult the source for other writing models. This may be the students' hardest step, but it offers the best chance to wrap themselves up in their own past and take control over the process so that the actual form of the vignette will be of their own choosing.

Gather the stories and share some with the class. Have the students note common themes. Even in a class whose members represent a wide variety of cultures, there will likely be many common themes. You and the class choose several of the stories to be published in a small book. This step is important because it shows the students that they did something worthwhile and it gives them the thrill of being published.

Results

Students realize that history is not so far away. Their opinion of history will change when they see that their own families are part of it. All history is local history.

Literature

Journal and Newspaper Writing

Brief Description

Students read novels associated with themes in their social studies courses and write in a personal journal on questions posed by the instructor. Then, language arts courses are integrated with social studies courses in a "writing across the curriculum" exercise.

Objective

To motivate students in social studies to see writing as a way of learning and to develop a positive attitude toward writing.

Procedure

Journal Writing

In conjunction with a unit on leadership, ask your students to read George Orwell's *Animal Farm* and William Golding's *Lord of the Flies*. Ask students to respond in a personal journal to ideas like the following: "*Animal Farm* is not a fairy tale; it is a scary tale," or "Assume the identity of one of the animals in *Animal Farm*. Defend your actions."

- Write for 10 to 15 minutes in your journal.

Collect the journals and distribute them randomly to other students so that they may respond to each other's journals.

- Respond to the journal entry given to you.

This approach is easily adaptable. For example, at the end of a unit on the Progressive Movement, ask students to assume the role of a contemporary muckraker. The class as a whole can brainstorm ideas on what a contemporary muckraker might write and students can list ideas for some topic of their choice in their journals. Other students can provide written commentary, and a true dialogue can begin in the guise of a prewriting activity.

Source

ED 264 558

Ricci, Marie N. "Writing across the Curriculum: Strategies for Social Studies." Paper presented at the Fourth Annual Meeting of the National Council of Teachers of English Spring Conference, 1985. 48 pp.

Comments

While this lesson suggests few details for the class activities, it demonstrates a practical application of the often-heard calls for integration of language arts with content-area instruction and the implementation of writing across the curriculum.

Coordination with the Language Arts

Students read Charles Dickens' *David Copperfield* in their language arts course while studying the "Age of Industrialization" in their American social studies course. The intention is to have students understand the relationships between political, social, and industrial problems in Great Britain and the United States during their respective periods of industrial development.

In their English class, students read the play *Life with Father* by Clarence Day while they work on a unit called "The Emergence of Modern America" in their social studies class. The culmination of this unit is the production of a five-to-six page newspaper published by each class. *The New York Times* and *The World* around the turn of the century can serve as models. Students brainstorm the contents of the papers and all aspects of production. The articles are drafted, written, and edited in the English class.

Results/Benefits

Students begin to use writing as a powerful tool, and realize that writing is fun.

Comments/Notes

Oral History

The Vietnam War

Brief Description

Students conduct an oral history project dealing with the Vietnam War. They write the questions, conduct and transcribe the interviews, and edit them (using a word processor when available) into a form suitable for publication by the class.

Source

Cussler, Elizabeth. "Vietnam: An Oral History," *English Journal*, v76 n7 p66-67, Nov 1987.

Objectives

To demonstrate the difference between primary and secondary research, to make clear the process of revising, and to give students a sense of accomplishment in their writing.

Procedure

Read aloud excerpts from books by Studs Terkel, such as *"The Good War": An Oral History of World War Two,* to give students the flavor of colloquialisms and conversational tone.

As a prewriting exercise, have the students freewrite on what they want to know about the Vietnam War. Use this material as the beginning of the discussion and formulation of potential interview questions.

As a class, discuss questioning strategies and the types of questions to be asked. If students have never watched TV interview programs such as "60 Minutes" or "20/20," suggest that they do. They might be surprised at the different interviewing styles possible. They also might find a role model.

- Prepare a list of interview questions. Be aware of the need for an occasional follow-up question. The list of questions should not be a script to be read to the person being interviewed, but you want something to fall back on if the person being interviewed is not forthcoming with information.
- Form pairs, one of you to run the tape recorder and one to ask the questions. Conduct the interviews.
- Transcribe the interviews using a word processor, editing out the questions. Edit for clarity and impact. Use Terkel, or others, as a model.

Comments

This lesson was built around the particular topic of the Vietnam War but could be used for other topics. Whatever the topic, for interest to remain high students should have a great deal to say in choosing the topic and in subsequent decisions for the project. You should help students plan and implement their choices, not make the choices for them. From my own experience with oral history projects, I carried away the realization that revision is a noble endeavor, as well as a sense of accomplishment in producing the edited transcripts.

Unfortunately, transcription is the most laborious step, and without access to a word processor, major revisions will be much more difficult.

As an intermediate step, you may wish to collect and grade the edited transcriptions.

- Write letters of thanks to the people interviewed and write letters to the principal, the superintendent, and a member of the school board describing the project. Depending on the ultimate use of the transcribed interviews, formal releases might be needed from the people interviewed.

As a final step, have the students collect the interviews into a booklet and make final revisions. Students may choose to design a cover. Now the students are published and have something concrete to show for their efforts.

Results/Benefits

Students comment that they did not know that they had to revise so much to get it right. The main benefit from the students' point of view seems to be the production of something definite. A side benefit is the realization that revision is a necessary and recurring process.

Primary Sources

Essays on the Civil War

Brief Description

Students use primary sources to write an essay, then compare their results, and realize that history is more than a collection of facts.

Objectives

To help students realize that facts do not speak for themselves—that distinctions, connections, generalizations, and interpretations are part of history writing as well.

Procedure

Provide students with primary source materials, presenting different perspectives on the same event or era. The author of this lesson plan used documents obtained from the Freedman's Bureau Archive. Students write an essay on that bureau and the conditions in the Orangeburg District of South Carolina in mid-1865.

Do not provide the students with any explicit instructions for writing their essays. Encourage them to develop a theme and provide supporting arguments drawn from the primary sources in their papers.

The students will present different interpretations based on the same documents. Discuss the likelihood of differences of perspective with the class. Items for discussion include:

No one used "all" the facts in the documents.
Different interpretations resulted when different questions were asked.
What was the basis for selecting the chosen information?

Results/Benefits

The students become aware that historical writing is more than just retelling facts. They realize it because their own attempts to write history demonstrate that a wide variety of interpretations are possible based on just a few primary sources.

Source

Woodman, Harold D. "Do Facts Speak for Themselves? Writing the Historical Essay," *Social Studies Texan*, v4 n3 p30-34, Fall 1988.

Research Papers

Theories of Political Power

Source

Hoffert, Sylvia D. "Toward Solving the Term Paper Dilemma," *History Teacher*, v20 n3 p343-48, May 1987.

Brief Description

Outlines a highly structured term paper writing assignment.

Objectives

To give students the opportunity to integrate problem-solving, interpretive, and analytic skills, and to practice presenting their ideas in a logical, well-organized way. The main objective is to lead students through the intricacies of historical research and writing.

Procedure

Students investigate the following question:

- Determine the degree to which various twentieth-century theories of political power can be used to understand the resolution of conflict in American history.

Students read the introduction to Richard Gillian's *Power in Postwar America: Interdisciplinary Perspectives on a Historical Problem* (Boston: Little Brown, 1971) and discuss in class the various theories of power. Students choose the conflict that they want to investigate.

Inform the school librarians of this exercise, and allow them some time to gather pertinent sources.

Students may need instruction in research note taking. Find a conflict described in a secondary source and instruct the students to locate it, read it, and take notes. In class, discuss the conflict and compare students' note taking styles.

- Choose a conflict in American history that you wish to investigate. Narrow the topic down to a manageable size. For example, World War II was a conflict but is too broad a subject for a term paper. A manageable conflict to choose would be the decision to drop the atomic bomb. Consider the time allotted for the assignment and the amount of material you expect to be able to find on the topic.

- Consult works such as *Harvard Guide to American History* to prepare a preliminary bibliography. If you do not find a fair number of sources, you may have to revise your idea for your paper.
- Go to the library and begin your research. Remember to take careful notes, especially recording bibliographic information and the page numbers where important information is found. This will help immensely in documenting your information, which is essential in a term paper.
- Formulate a thesis concerning your chosen conflict. Which, if any, of the power theories may be used to understand this conflict? It is important to note that several responses are possible: there is no one correct answer.
- As you continue your research, you may need to reformulate your thesis. If you are not fully convinced that your thesis is at least probable, writing the term paper will be much more difficult.
- Begin writing the paper by using these organizing principles:

  Introduction: state the origin and scope of the paper. Do not assume that your reader knows about the topic before reading your paper. Summarize the theories of power, identify the conflict you chose, and indicate what evidence you will be using. Weave your thesis into the fabric of the introduction.

  Body of the paper: use the historical information gathered in your research to demonstrate whether or not the theories of power are valid or invalid for your conflict. Support your thesis with specific references to the information gathered during your research.

  Conclusion: summarize the arguments and the evidence you used to support your thesis.

Results/Benefits

Students find this exercise academically challenging, intellectually intriguing, and reassuringly well-organized.

The extremes of the dreaded term-paper assignment range from assigned topics requiring adherence to detailed instructions and invoking rigid rules on paragraph structure to "write a term paper on a topic of your choice." Obviously, neither extreme is conducive to a successful learning experience, but there is hope. This lesson provides a lot of "up-front" structure: although the students have the choice of conflicts, the basic issue is framed for them; yet the actual writing of the paper is only sketched out.

Comments

Which is the best approach? It is tempting to say that students' individual needs should be addressed in the term-paper assignment, but that is unrealistic for the majority of classroom teachers because of large enrollments. There are few enough hours in the day as it is. Getting the right mix of student choice and teacher-provided organization may take time and some experimentation. The potential value of the term-paper experience is worth the effort of trying to sail between the Scylla of "write a paper" and the Charybdis of "you will follow this style sheet exactly and write on the topic assigned."

Role-Playing

Science Fiction Simulation and American Colonization

Source
ED 289 793
Sanchez, Tony. "Jamestown II: Building a New World." 1987. 15 pp.

Brief Description

Outlines a science fiction based simulation of the principles and hardships of colonization designed to motivate students to use their writing skills. This unit is designed with flexibility in mind and should **precede** the introduction of colonial American history.

Objectives

To make students aware of the "unparalleled adventure, danger, and uncertainty" of the United States' colonial period by using a futuristic simulation which easily can be altered to fit the needs of a particular instructor and class. A futuristic scenario is more likely to motivate students than a recreation of the 1600s.

Procedures

The simulation consists of eight basic problems which can be handled individually or in groups and can take eight class periods. You can alter this suggested plan with variations to suit your class.

Background Information

Overpopulation, starvation, pestilence, and environmental pollution ravage the planet. NASA has decided to attempt to settle a colony (dubbed "Jamestown II") on Mars.

The ground has been cleared for construction. Five hundred people have contractually obliged themselves to a six-year stay.

Basic supplies will last two years. Supply ships will arrive every two years. Contact will be maintained with Earth on a regular basis.

Problem 1

- Imagine that you are the leader of the project. Draw up a blueprint of the colony within the given limits of area and cost.

Engage the class in an initial discussion but have each student draw up a blueprint. Some issues to consider include the following:

- Envision a circular area, about 2 kilometers in diameter. Choices include a subterranean cavern, an above-ground structure covered by a protective dome, or separate structures connected by thoroughfares.
- Discuss what facilities should be included, such as power sources (perhaps a nuclear power plant), a computer command center, labs, greenhouses, housing, recreation centers, medical facilities, storehouses, air and waste purification, security and safety, food preparation, etc.
- Cost must be reckoned with. Keep the cost estimates within bounds, perhaps by comparing it with other governmental expenditures to communicate a sense of scale.

Problem 2—Colonist Occupations

- Decide what jobs the 500 colonists are to perform throughout their stay. While specifics for 500 jobs are not necessary, identify general categories such as what fields the scientists will be from and how many and what kind of technicians are needed. Consider overlapping essential jobs, the need for vacations, the possibility of childbirth affecting work schedules, etc. Also consider the possibility of loss due to accident or death.

Have students address this problem in small groups and present their results in one-half of a class period.

Problem 3—Supplies

- The basic supplies are provided. Make lists of things brought on the initial trip, such as personal equipment, additional furnishings, etc. Remember that you will be there for 6 years.
- Work in small groups for half of the class period.

Problem 4—Laws and Regulations

- Establish a system of laws to govern the colony.

Since the colony is an extension of the United States, the Constitution will apply, but there is room for creativity here as students discuss the unique circumstances of the colony. They may decide that the Constitution is too formal or "large" for a small colony so far away. A chief concern will be in spelling out the power of the project leader.

The next four problems arise after the colony has been established.

Problem 5—Colonist Discontent

- The colony has run smoothly for 20 months, but 200 of the colonists are dissatisfied with the leader and plan to leave with the arrival of the first supply ship. In a speech to the

Comments

This simulation seems ideal for motivating students, but you must tie the experience of the simulation into the course to prevent students from retaining only the science fiction elements. To this end, the colonial period should be covered after the simulation, drawing analogies to the experiences of the students (and yourself) in the simulation.

Results/Benefits

From practical experience, this design has proven to be quite flexible. Problems may be omitted or added at your discretion. Past experience has shown that U. S. history students have grasped the principles and hardships of colonization through this lesson, and they learn something of the values and effects of decision making.

colonists, attempt to settle the problem and prevent their departure.

- You may wish to enumerate complaints of the colonists and emphasize the need for the leader to "sell" himself or herself to the colonists.
- Work in small groups for half of the class period.

Problem 6—Attempted Sabotage

- In the third year of colonization, two vital members of the colony are caught trying to sabotage the computer center fatally. If successful, everyone would die. They want to destroy the colony and prevent construction of any others, so that people will stay on Earth and solve their problems. They vow to attempt the sabotage again if given the chance. One is your best friend, the other is someone you do not particularly like. Decide what sort of punishment will be given. Are the culprits correct? What kind of punishment should be given? What about the effect on the other colonists?

Problem 7—Alien Confrontation

Intelligent beings on Mars have made themselves known to the colonists in the fourth year. The Martians demand to know why they have been invaded.

- You must convince the Martians that you mean them no harm. You have wide latitude in specifying the appearance (benevolent or hostile) of the alien. Why did they wait so long? How intelligent are they? Can some sort of arrangement be made?

Problem 8—Final Report

- The supply ship has arrived with the replacement colonists. On your way back to Earth, write up a final report and present your recommendations.
- In the report, discuss the strengths and weaknesses of the colony (and of this simulation). Include recommendations drawn from all seven preceding problems. You are encouraged to comment and to speculate on future colonization efforts.

Role-Playing

Correspondence in the Jacksonian Era

Brief Description

Students exchange letters written from the points of view of historical figures on opposite sides of a controversial issue.

Objectives

To involve students actively in history; to illustrate the drama and controversy surrounding historical events.

Procedure

- Choose a brief time period surrounding a major event in American history, such as the years preceding and following the Revolution or the Civil War.

The examples described in this lesson come from the Jacksonian era.

Pair up the students and have them establish who they are and why they are corresponding. Make sure that the correspondents have differing views on at least some major issues. It may be helpful to require that the correspondents live in different regions of the United States.

- Write a brief biographical sketch of your character.
- Each letter may contain political, personal, and cultural/scientific topics as well as an enclosure.

The lesson is divided into four "rounds" of letter writing. One student writes a letter, choosing issues within each of the topics, and "sends" the letter. The partner then has a few days to respond, stating his/her views on the issues raised in that round of correspondence.

First round: 1829

- ***Political:*** Describe the effect of the Tariff of Abominations on your business life.
- ***Personal:*** Describe elements from your personal and family life.
- ***Cultural/Scientific:*** Discuss the impact of new modes of transportation such as the steamboat and the railroad.
- ***Enclosure:*** Enclose a picture of yourself. Draw it yourself, or photocopy it from a book.

Source

ED 256 697

Campanella, Alfred J., Ed. "Classroom Teacher's 'Idea' Notebook. Social Education, 1984, Supplements No. 34-36," *Social Education*, v48 n1,3,4,7 Jan, Feb, Apr, Nov 1984. Compiled by the ERIC Clearinghouse for Social Studies/Social Science Education.

Comments

None of the lessons in this book is meant to be followed slavishly. If the "enclosure" topic seems impractical, you may alter or delete it with no remorse.

In order to use this approach with another period in U.S. history, other issues would have to be developed to fit into this design. If this lesson is successful, then the time necessary to develop new lessons for other periods would be worth the time and effort.

Second round: 1830

- ***Political:*** State your views on States' rights and nullification—issues raised in the debate between Senator Webster and Senators Hayne and Calhoun.
- ***Personal:*** Same as the first round.
- ***Cultural:*** Describe a social or cultural event you attended.
- ***Enclosure***: Enclose a map of your plantation, a political cartoon, etc.

Third round: 1831-32

- ***Political:*** State your views on the issue of the "Bank War." President Jackson does not want to recharter the Bank of the U.S.
- ***Personal:*** Same as the first round.
- ***Cultural/Scientific:*** Discuss a recent publication you have read.
- ***Enclosure:*** Enclose a keepsake or small package.

Fourth round: 1832

- ***Political:*** Declare your political allegiance in the upcoming election. Which party do you belong to? Whom do you plan to vote for and why?
- ***Personal:*** Express how you feel about your correspondent after reading three of his or her letters.
- ***Cultural/Scientific:*** The cotton gin, the McCormick Reaper, and the telegraph are all recent inventions. Discuss your experiences with one of these.
- ***Enclosure:*** Enclose a clipping from your local newspaper.

Results/Benefits

Students engaging in this activity usually become quite excited about it and find that by the fourth round they have evolved an intricate plot for a complete story. Students often become wrapped up in the personal lives of their characters. Students also become more involved in class discussions because their characters have a stake in the events described in class.

Role-Playing

Revolutionary War Biographical Scrapbooks

Brief Description

Students prepare a biographical scrapbook on a famous character from the Revolutionary War, including a birth certificate, diary entries, newspaper articles, a speech, obituary, epitaph, time line, and a Who's Who entry. This lesson would work for any period of history as long as historical information about the characters can be found.

Objectives

To integrate expressive and poetic writing into social studies courses so that students can personalize the historical information they are learning; to have students write history rather than write about history so that they learn about history and writing.

Source

ED 240 551

Glaze, Bernadette M. "Role Writing to Understand the Past." 1981. 14 pp. Prepared through the Northern Virginia Writing Project.

Procedure

- Select a famous person from the Revolutionary War period. Consult with your teacher to make sure that sufficient material is available about your subject.
- Begin your research on the person you have chosen, taking notes as you read. Make sure to record the bibliographic information for the sources you use.
- When you have completed the individual assignments, compile them in a folder, make a title page and write a brief introduction.
- The scrapbook includes the following entries:

1. birth certificate
2. diary entries or letters from the person's youth
3. newspaper article(s) describing important events in the person's life
4. a speech or essay on the subject "Advice to young people who wish to succeed in America"
5. an obituary
6. an epitaph

Comments

What impresses me is the variety of assignments and kinds of writing in this lesson. Writing should not be limited to the classroom fiction of a five-paragraph essay in which each paragraph begins with a topic sentence. There are all different kinds of writing for all different kinds of audiences; this lesson helps students realize that.

7. a time line indicating important events in the person's life
8. a Who's Who style entry
9. the beginning of a speech to the British Parliament of that time written as if you were giving it

The diary assignment is crucial because students soon realize that they have to think like their characters in order to write like that character. Students have to imagine themselves in different times and assume another character in order to write the diary (and to some extent the speech and the newspaper article). This task is made easier by the fictional nature (based on historical fact) of these assignments.

Results/Benefits

Students learn more by thinking like the historical character than by simply writing down the facts. Students can learn to understand the past by relating new ideas to themselves in journal writing and by role writing.

The source contains extended excerpts from an interview with a student who completed the project. From the information gleaned from that interview, the author of the lesson considered altering aspects of the lesson, in particular the order in which the various assignments are made. Based on this reconsideration, the author concludes that students should be given flexibility in the order in which they do the individual assignments.

Comments/Notes

Role-Playing

Writing A Civil War Newspaper

Brief Description

Students produce a newspaper of the Civil War era as part of a group activity reviewing the causes of that war.

Objectives

To become familiar with the events leading up to the Civil War; to practice expository and creative writing; and to review and apply newspaper analysis skills.

Procedure

The lesson can take anywhere from three days to one week.

There are two options in this lesson: focus on the causes of the war, requiring a more analytical approach better suited to secondary students or advanced junior high school students; or focus on events and social conditions more descriptive of the Civil War period.

Causes of the Civil War

Review the basic format of a newspaper and the journalistic writing style, including: news articles, feature writing, editorials, the "5 W's & H" (who, what, where, when, why, and how), and the "inverted pyramid."

- Form small groups (4-6 members) representing newspapers from Northern and Southern cities around 1860. Choose the city where your paper is located and what you wish to call your newspaper.
- The following events and trends of the 1850s significantly increased the conflict between the North and the South:

  a) the Compromise of 1850

  b) the Abolitionist Movement

  c) the Kansas-Nebraska Act and Bleeding Kansas

  d) the founding of the Republican Party

  e) the Dred Scott Decision

  f) John Brown's Raid

  g) the States' rights issue

Source

ED 238 773

Parisi, Lynn. "News of the Nation: A Civil War Newspaper Project." 1983. 9 pp.

h) the publication of *Uncle Tom's Cabin*

i) the election of Abraham Lincoln

- The newspaper you'll be publishing is a special retrospective issue of the events of the last decade (the 1850s). Write it from the point of view of the North or the South. Include the following items:

  a) news articles on five of the events and trends of the 1850s

  b) interviews with two of the following: Stephen Douglas, Abraham Lincoln, Henry Clay, John Calhoun, Frederick Douglass. The interviews should reflect both the writer's and the interviewee's points of view.

  c) feature articles on the Abolitionist movement and the war readiness of your side

  d) editorials on Lincoln's election and slavery

  e) a letter to the editor responding to one of the previous articles or editorials

  f) a political cartoon reflecting your paper's position on one of the events or topics from the list

- Divide up the work among all group members.
- Layout the paper, keeping to the conventions of multi-column format, masthead, headlines, and by-lines.

Events in the Civil War

Review the basics of newspaper style as in the lesson above.

- Form small groups (4-6 members). Choose a city in which your paper is located and a name for the paper. Include in your paper the following items:

  a) news articles on the Battles of Bull Run, Vicksburg, and Gettysburg; the Gettysburg Address; and Sherman's March to the Sea

  b) interviews with Lincoln and Grant or Sherman for Northern papers, and with Jefferson Davis and Robert E. Lee for Southern papers

  c) editorials on the Emancipation Proclamation, Sherman's March to the Sea, the military draft, and draft protests

  d) an editorial cartoon illustrating your paper's position on one of the subjects for editorials

e) feature articles on the effects of the war for your side, a description of the homefront, black contributions to the war effort, and spies in the war

f) advertisements of three products that were sold during the war

- Divide up the work among all group members.
- Lay out the paper, keeping to the conventions of multi-column format, masthead, headlines, and by-lines.

Results/Benefits

Students learn about the causes of the Civil War by writing "historical fiction" that draws upon a variety of sources, including their textbooks. They also have the satisfaction of producing a newspaper—a concrete reminder of their intellectual efforts.

Comments/Notes

Role-Playing

The Constitution and Minorities

Source

ED 287 790

Keller, Clair W., Ed.; Schillings, Denny L., Ed. *Teaching about the Constitution. NCSS Bulletin No. 80.* National Council for the Social Studies, Washington, D.C. 1987. 130 pp.

Brief Description

Students assess the role of black people in the Constitution in one exercise, and reenact the *Brown v. Board of Education* case in the other.

Objective

To provide students with a historical perspective on the changing nature of the Constitution.

Procedure

The source contains 13 teaching activities designed to be of immediate use in the classroom and to provide a variety of instructional approaches. The source also provides "scholarly historical perspectives on the changing nature of the Constitution and the society in which it has prevailed" (p. ix). In the following two lessons, writing is a significant part of the activity.

Black People and the Constitution

Provide students with a copy of "Setting the Stage" (Appendix A).

- Review the sections of your textbook that describe the constitutional compromises over slavery.
- Read the Constitution and review what it says or implies about slavery.
- Form small groups of four or five. Read "Setting the Stage." Decide what a black family should do in 1833 when one of its members has been given his/her freedom.
- List, in order from best to worst, the choices you would advise the family to make. Provide reasons for each choice.

Have the groups report on the choices they would advise the family to make. Discuss as a class the following questions:

- Is there any additional information your group needed in order to make the decision?
- Were there any additional advantages or disadvantages your group saw for each option?

- Compare the circumstances of a minority family in the 1830s with a minority family today.
- Which parts of the activity were easy? Which were difficult?

"Brown v. Board of Education": You Be the Judge.

For the following exercise, use the resource sheets from Appendix B.

- Read articles III and IV of the Constitution, and the Fourteenth Amendment.
- Read the resource sheets and be able to explain how the views of the Supreme Court changed over the years.

This might be assigned as homework to save class time.

- Form small groups of three to four and choose one side of the case or the other. There should be about the same number of teams representing each side.
- Prepare a list of arguments in support of your client. Use the Constitution, resource sheets, your textbook, or any other source. Be prepared to explain your argument.
- Your group may resort to imaginary witnesses to testify on behalf of your client.

Act as moderator and gather arguments from the groups, with each group presenting and defending at least one argument. List these on the board. If there is enough time, have the groups on each side decide which argument or arguments are the best defense for their client.

Break up the small groups and reconvene the entire class as the Supreme Court. Point out that as Justices, they are bound by legal precedent but also are affected by present circumstances. Try to form a consensus as to which side has the better argument. You may wish to have a secret ballot to make sure that everyone votes their conscience.

As a follow-up, you may wish to discuss or assign the following:

- Compare the *Plessy* decision to the decision in *Brown* with regard to the concept of federalism.
- Why do you think that the Supreme Court overturned *Plessy*? Considering Justice Harlan's minority opinion, discuss how minority opinions can sometimes lead to majority decisions.
- The Constitution was written over two hundred years ago. The Supreme Court's interpretation of it has changed with the times. Have those changes been (a) a violation of the authors' intentions in the original document? (b) justifiable? (c) necessary?

Comments

Students may have problems acting as impartial justices when, only a few minutes before, they either prosecuted or defended the case. If there are enough students, you may try forming a Supreme Court that stays above the fray throughout the exercise, reading all the documents, overhearing the group discussions, and listening to the presentations and discussion. Then the "court" will rule on the best arguments.

Role-Playing

Events in U.S. History

Source

Levitsky, Ronald. "A 'Bill of Writes' for the Social Studies," *Social Studies*, v79 n3 p103-06, May-Jun 1988.

Brief Description

Provides a series of writing assignments for American history courses.

Objectives

To develop critical and reflective thinking skills by incorporating writing into social studies.

Procedure

1. Causation and the question of inevitability
   - Put yourself in the place of the British commander in 1775. Don't make the mistakes he did.

Students are forced to analyze why the British lost and what mistakes were made, to see if they could have been avoided.

2. Great figures in history
   - Carefully examine a famous character in history. Focus on his/her strengths and weaknesses.

This assignment has led many students to seriously reflect on the character of the historical figure.

3. Extremism vs. Compromise
   - Play the role of a state governor during the Civil War who is up for reelection. Write a campaign speech based on the views the governor would have held.

The class will have its extremists on both sides of this issue. Part of the class may even secede.

4. Classification of values
   - Assume the role of an advisor to President McKinley, and write a position paper about the desirability of annexing the Philippines. Include moral and pragmatic considerations.

This assignment brings personal values into the discussion, helping students to understand and clarify the historical issues.

5. Prejudice

Show students a film concerning racism or prejudice.

- In your journal write about your reactions to the film you just saw.
- Share some of your thoughts in a class discussion.

Results/Benefits

History becomes more personalized as role writing characters in a historical event provides the incentive for students to think and feel as people of the past thought and felt. Critical thinking skills are improved through practice in meaningful writing assignments.

Comments

The author of this lesson includes the following "Bill of Writes":

1. All social studies teachers shall recognize the importance of incorporating writing into the content areas.
2. Instructors shall not be afraid to use writing. They shall be safe and secure at all times from the "red pencil" syndrome.
3. Teachers shall explore different types of writing, expressive and poetic as well as informative and persuasive, and encourage students to use their imaginations.
4. At least some writing assignments should be based on open-ended questions, inviting higher-order thinking.
5. Cruel and all-too-usual lecture note taking shall be limited.

Comments/Notes

Sequenced Assignments

The President and the Constitution

Source
Toler, Frank. "The President and the Constitution," *Social Studies Review*, v27 n2 p37-49, Win 1988.

Brief Description

Describes a seven-day unit focusing on the parts of the Constitution related to presidential powers.

Objectives

To develop students' higher-order thinking skills of evaluating, analyzing, and synthesizing; to teach the written and unwritten powers of the president; to improve students' writing skills.

Procedure

Day 1

Begin with vocabulary instruction of such terms as executive, monarchy, pardon, tyrant, despot, tenure, loose construction, strict construction, etc. A suggested technique is to have the class brainstorm definitions and then check them in a dictionary, then go back and refine the class-generated definitions.

- Form small groups and use the Constitution to list the formal qualifications for the presidency. Brainstorm a list of unwritten qualifications.

Some of the more obvious "unwritten" qualifications have been: white, male, Protestant, college graduate, and wealthy. Moving from group to group, prompt student reaction to the "unwritten" qualifications.

Day 2

Reinforce the previous vocabulary instruction by reviewing definitions.

Lead a class discussion on the unwritten and written presidential qualifications. Encourage evaluative, analytic, and synthetic comments now that the facts have been gathered. Asking a provocative question such as, "Would a man or a woman be a better president?" is likely to stimulate discussion.

Day 3

Review for and give a quiz on the written and unwritten qualifications to be president.

- Form small groups and brainstorm the powers of the president as spelled out in the Constitution.

Day 4

Discuss the powers of the presidency developed in the brainstorming session. Among topics for discussion are the powers of commander-in-chief, pardons, treaties, naming ambassadors, appointments to the Supreme Court, recommending legislation, convening or adjourning Congress, and the veto. Current events will probably determine which powers evoke student discussion. The discussion, once started, can then be directed to other historical examples that mirror current use of presidential power.

Day 5

Presidential decision paper.

- Choose a president and an important decision he made.
- Write a 1-2 page paper using two sources, only one of which is a reference book such as an encyclopedia.
- Use the following guidelines in writing your paper:

Background: Discuss the political, social, and economic situation at the time of the decision. Introduce the people that were involved in the decision.
The Decision: Relate the facts of the decision, reasons for the decision, and the anticipated outcome at the time of the decision.
Results: Describe the effects on the government, on other nations, and on society in general.
Constitutional Issues: Did the decision involve constitutional issues or presidential power?
Evaluation: Do you agree with the decision? Do you think the decision was a help or a hinderance?

Day 6

- Do research on your chosen decision.

Day 7

You may wish to use films or filmstrips on presidential powers to provide another point of view on the issues that have been discussed. Class discussion on the powers of the president could begin with consideration of the advantages of a strong president. Collect the papers and review the material in preparation for a test on the unit.

Comments

Peer revision is the only step in the writing process missing in this lesson. Using current events to initiate class discussion seems to be a very good way to start, but the trick is to make the connection between the present and historical events. For example: start with the Latin-American Contras and the powers of the president as commander-in-chief, then bring up Vietnam and Korea.

Sequenced Assignments

Social and Historical Issues

Source

Hall, Deborah C. "Developing Historical Writing Skills: A Scope and Sequence," *OAH Magazine of History*, v2 n4 p20-24, Fall 1987.

Brief Description

Presents a series of increasingly complex writing assignments designed for history courses.

Objectives

To develop historical writing skills and build students' confidence in their own research and writing abilities.

Procedure

The sequence was designed for a U.S. history course but is easily adaptable to other secondary-level content areas.

1. Compare/Contrast

This type of question should be familiar to the students and is a good place to start.

Two sample compare/contrast questions from U.S. history:

1. Compare and contrast the two most important issues at the Constitutional Convention.
2. Compare and contrast the views of major delegates on the two most important questions at the Constitutional Convention.

- Form small groups.
- Pull the question apart and make sure everyone in your group knows what the question means.
- Examine three secondary and two primary sources for information concerning the question.
- Break the assignment into various tasks.

At this stage, having students freewrite in their journals on what they know about the question will go far in preventing the "blank page" phenomenon.

- Outline your answer to the question.
- Prepare a rough draft.

- Have others in your group read and comment on your draft. As you read other students' papers, look for problems in fluency, clarity, and coherence. Grammatical and mechanical errors are of minor importance at this stage.

Expect students to offer somewhat vague comments at first, but also expect that, with some encouragement, they can begin to offer serious editorial comments.

The first essay takes a lot of class time. Future assignments will take less time once students are familiar with this approach to writing.

2. Cause and Effect

After completing the first assignment and becoming familiar with the steps in the process of writing, students may not need to form small groups to brainstorm ideas for their response. Group work can be limited to peer review.

Sample: Assess the relative significance of three causes of the Civil War culled from three secondary sources. Were the issues resolved in the War? in Reconstruction?

3. Historiography

- It should not be hard to find an issue on which historians disagree. Write a critique of both points of view and then come up with your own position.

Sample: The causes of the United States' intervention in the First World War is an issue that divides historians. Critics of Woodrow Wilson's foreign policy include Charles A. Beard, John Blum, George Kennan, Walter Lippmann, and Gregory Ross. Defenders include Karl Birnbaum, Arthur S. Link, Charles Seymour, Daniel Smith, and Barbara Tuchman.

Again, group work can be limited to peer editing sessions.

4. Social Issues of the Recent Past

Works by Rachel Carson or Betty Friedan are good choices for this type of essay.

- Write a critical book review that includes:
  a) a summary of the main points of the book
  b) an analysis of the author's point of view
  c) an assessment of the validity of the sources the author used
- Update the book you chose by searching periodicals and newspapers for more recent articles on the issue addressed in the book.

Additional Sources:

Bowen, Catherine Drinker. *Miracle at Philadelphia.* (Boston: Atlantic Monthly Press, 1966).

Farrand, Max. *The Framing of the Constitution of the U.S.* (New Haven: Yale University Press, 1913).

Friendly, Fred and Martha Ellin. *The Constitution: That Delicate Balance.* (New York: Random House, 1984).

Hamilton, Alexander; James Madison; and John Jay. *The Federalist Papers.* (New York: New American Library, 1961).

Pyle, Christopher and Richard Pious. *The President, Congress, and the Constitution.*

Additional Sources:

Rachel Carson, *Silent Spring*. (Boston: Houghton Mifflin, 1962).

Paul Ehrlich, *The Population Bomb*. (New York: Ballantine Books, 1968).

Betty Friedan, *The Feminine Mystique*. (New York: Norton, 1963).

Dick Gregory, *Nigger*. (New York: Dutton, 1964).

Michael Harrington, *The Other America*. (New York: Macmillan, 1962).

As an alternative approach, updating the book can be a group project. Have more than one student read the same book and then have them share the job of searching through recent material for updated information. Peer revision will be more to the point if the reviewer has read the book under critical review.

Results/Benefits

This lesson builds students' confidence, growth that is necessary if they are to write effective essays.

Comments/Notes

Writing Prompts

Archival Material

Brief Description

Uses old photographs as the inspiration for writing assignments.

Objectives

To help students discover their backgrounds and cultural diversities without adapting textbook material.

Procedure

Search archives for culturally significant photographs, articles, advertisements.

Reproduce these photographs and have the students use them as the basis for activities such as modernizing the language of the stories or ads.

Results/Benefits

Not only are students motivated to write about their cultural background and the history of their town, but they also actively participate in the search for more material and in developing assignments.

Source

ED 240 554

White, Natalie. "Forces and Sources: Beyond the Bookroom Wall," *Exercise Exchange*, v28 n2 p19-20, Spr 1983.

California State Library

Creative Writing

Slave Almanacs

Source

ED 243 784

Chilcoat, George W. "Teaching the Slave Experience: Using Popular Culture as Technique ." Paper presented at the Rocky Mountain Regional Conference, 1984. 30 pp. For related documents on using popular culture to teach American history, see ED 243 782-783.

Brief Description

Students write their own anti-slavery almanac, a popular literary genre from America's past.

Objectives

To help students know what it meant to be a slave and to develop an awareness of the slave culture.

Procedures

Almanacs were very popular in the antebellum period and some abolitionists published their own, which were designed to depict the realities of slavery.

Choose themes and concepts to be emphasized and have students research the topics.

- Using the information from your research, construct an almanac page by drawing a graphic black and white picture at the top of a page and writing a detailed description of the picture below.

The number of pages to be completed is at your discretion.

- Design a cover page with the title "Anti-Slavery Almanac" and a graphic drawing that illustrates the theme of the almanac.

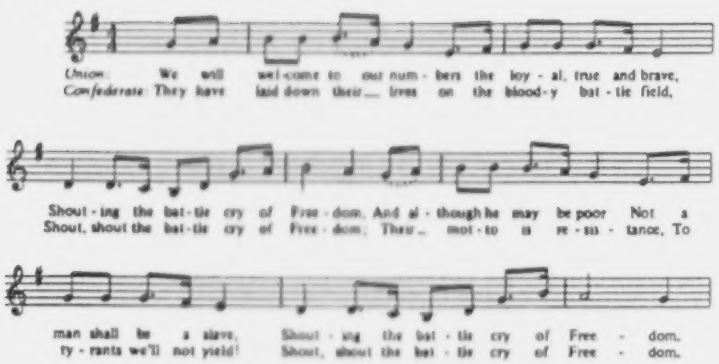
Comments

Students who are not comfortable drawing may resist this lesson and lose out on the motivational benefits. You may wish to allow these students to reproduce illustrations from other sources, or propose that students work together to illustrate their almanacs. This lesson is intriguing in its combination of reading, writing, research, illustration, and "publication," and should be offered so as not to exclude the non-artists in the class.

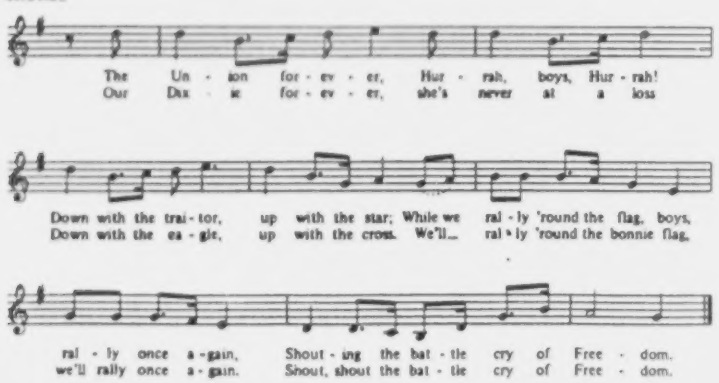
General

Battle Cry of Freedom

VERSE 3


Union: We will wel-come to our num-bers the loy-al, true and brave,
Confederate: They have laid down their lives on the blood-y bat-tle field,
Shout-ing the bat-tle cry of Free-dom, And al-though he may be poor Not a
Shout, shout the bat-tle cry of Free-dom; Thou-mot-to in re-sis-tance, To
man shall be a slave, Shout-ing the bat-tle cry of Free-dom.
ty-rants we'll not yield! Shout, shout the bat-tle cry of Free-dom.

CHORUS


The Un-ion for-ev-er, Hur-rah, boys, Hur-rah!
Our Dar-ling for-ev-er, she's never at a loss
Down with the trai-tor, up with the star; While we ral-ly 'round the flag, boys,
Down with the ea-gle, up with the cross. We'll... ral-ly 'round the bonnie flag,
ral-ly once a-gain, Shout-ing the bat-tle cry of Free-dom.
we'll rally once a-gain. Shout, shout the bat-tle cry of Free-dom.

Creative Writing

Historical Ballads

Brief Description

Students write poetic ballads about historical events.

Objective

To tap student creativity by engaging in an out-of-the-ordinary writing assignment in which they combine an objective and subjective study of history.

Procedure

Present examples of historical ballads to the class.

- Choose a topic about which you would like to write a historical ballad. Research the topic and write the ballad alone or with another student. Write the ballad from the point of view of a person involved in the historical event.

Allow up to two weeks for the research and writing phases.

Invite a professional songwriter or local music person to write the music. Ask if any of your high school students compose and play songs.

- Perform the ballads.

Results/Benefits

The source presents excerpts from some of the student compositions which demonstrate that students are capable of writing exceptional lyrics for their historical ballads.

Comments

Even if no one can be found to set the ballads to music or to perform the student compositions, the ballads could simply be read to the class. This lesson offers students a chance to explore history in a musical way.

Source

Lewis, Barbara; Lichtmann, Curtis. "The Grand Alliance: History Made Alive by Student Lyricists and a Professional Composer," *Social Education*, v49 n7 p627-28, Oct 1985.

Creative Writing

Ripley's "Believe It or Not!"

Source
Klasky, Charles. "World Geography—Believe It or Not!" *Social Education*, v43 n1 p34-35, Jan 1979.

Brief Description

Builds on students' interest in Ripley's *Believe It or Not!* stories by having them write some of their own. Students find unusual and interesting elements of other cultures and publish them in a booklet.

Objective

To develop cultural understanding through a study of unusual elements of other cultures.

Procedure

Be wary of encouraging ethnocentrism—avoid equating "unusual and interesting" with "weird and strange." Students should perceive other cultures as different, rather than odd.

1. Research and Writing

- Find five interesting or unusual facts about another culture using a variety of reference works in the library. Ask the librarian for help, if necessary. *National Geographic* is a good magazine to use.
- Summarize the facts in your own words. Cite the source of the information.

Resist answering student questions about what to include. The point of the lesson is to have them wrestle with these decisions and with the distinction between "interesting" and "weird." Collect and grade the summaries.

2. Publication

It is important to publish the students' work in some form. Having access to computers and more sophisticated production facilities will make the job easier, though old-fashioned dittos work just fine.

Choose three of the best summaries from each students' submission. Students often eagerly volunteer to type their summaries. They can cut and paste the summaries typed out on ditto masters into a booklet. Other students can design a cover, assemble and duplicate the booklet. Each student should receive a copy.

Results/Benefits

The lesson is successful because everyone is able to participate and everyone has something to show for his/her work. Students begin to realize that customs from other cultures may seem strange, but only because they are different, not inferior. Students enjoy relating their unusual facts for quite some time after the completion of the assignment.

Comments

Ethnocentrism is difficult for students to become aware of in themselves, and even more difficult to overcome. One exercise will not eliminate this tendency, but it is a start.

Student response is encouraging. Having "something to show" for their work makes the lesson of greater interest to them. Even with modest production facilities, students can publish their own work.

Comments/Notes

Literature

Reading and Writing Historical Fiction

Source

Caldwell, John J. "Historical Fiction as a Modern Tool," *Canadian Journal of English Language Arts*, v11 n1 p24-32, 1988.

Brief Description

Students read several books of high-quality historical fiction and write a diary from the point of view of one of the major characters from one of the books. Several optional assignments are discussed. This lesson is designed for junior high school students, but can easily be adapted for high school students by choosing more appropriate books.

Objectives

To show students that there were different ways of living in the past but that similar problems had to be faced; to help them experience the past and at the same time enjoy reading a good story; and to improve their writing, editing, and revision skills.

Procedure

Selecting the book

The most important step is to develop a list of books that matches your students' ability and interest levels. Luckily, there is an abundance of high-quality children's literature from which to choose. Your school librarian and public librarian will be able to provide a number of suitable books for your students. An important element of encouraging reading enjoyment is for the students to choose the books they will read.

Once appropriate books have been chosen and made available to students (in the classroom or at a library), introduce the unit to the class, review the objectives, and give a couple of "book talks." Book talks have been compared to movie previews because book talks offer brief selections from the book read aloud, followed by a few comments. These talks give the students a chance to become acquainted with the books. Students then choose the books they want to read.

If a student's interest begins to wane while reading a book, you can encourage the student to read on for little while longer, or suggest another book. Allow in-class reading time. In this case, students typically spent at least 15 minutes out of each hour-length class period reading their books.

Diary

- As you read your book, keep a diary telling the story from the point of view of one of the major characters. By the end of the book, your diary should be about five pages long. Try to write in this diary every day you read.

At least once a week, the students should gather into pairs or triads and review the diary-writing for the week. These peer-revision sessions should focus on the clarity of the writing.

- Could someone who has not read the book follow the story from this diary?

Writing Project

- After you finish reading your book, choose a writing project. This project should be from 1000 to 2000 words long. Consult with your teacher in deciding what to write about; make sure that there is enough information available to you to complete your project. You are encouraged to include illustrations, maps, charts, and diagrams. You might want to form a group and work on a project together.

The author of this lesson plan said that this was the least successful part of the lesson. Despite frequent monitoring, students usually turned in a summary of an encyclopedia article. Students have to be eased into research, not thrown in. The lesson on page 53 of this book (Research Papers: Guided Research) is designed to do just that.

Optional assignments include:

a) dramatizing an episode from the book
b) performing a puppet dramatization
c) interviewing an historical character
d) presenting a newscast from an historical time
e) gathering artifacts for a display
f) making a model
g) drawing a pictorial history of the area the students live in
h) designing an appropriate assignment on their own

After students finish their books, have a conference with each student to discuss the book. Since students will have chosen and completed their books, they will probably not need much encouragement to engage in a discussion. Also, check periodically on the progress of the diaries and projects.

To summarize: your daily activities for this unit include silent reading of a book along with your students (to model the behavior); engaging in discussions with students upon completion of their books; monitoring

Comments

This lesson illustrates the flexibility that is important for success in adapting someone else's teaching ideas. Part of the project did not work, so the author offered substitute optional activities for the project. Instead of omitting reference to the project's failure, the author included it to demonstrate that one of the major goals (teaching students how to do research) needed revision to better match the students' ability. This same flexibility should apply to all of the lessons described in this book. If something does not work for your class, revise it: mix and match activities, alter procedures, add your own ideas.

progress on the diaries and projects; and suggesting new choices for books or encouraging persistence with existing choices.

Some activities designed for the whole class will give your students a break from their independent work. Two examples are: (1) reading poems to your students who then discuss them in small groups; and (2) reading aloud a chapter from a book and having students respond orally.

Evaluation and grading

Students who read and discussed one book during the unit received a C; a B for two books; an A for three books; and an A+ for four or more books. The diary and the project were weighted equally and evaluated for the quality of presentation (introduction, bibliography, illustrations, etc.) and for the quality of the content.

Results/Benefits

Often students actively engage the teacher in a discussion of the book. They also enjoy writing the diaries—some even elaborately illustrate them. The projects were neither popular nor effective. As mentioned above, students need more guidance in research strategies than was provided in this lesson. Students enjoy sharing their work with others and writing from their personal points of view. The displays developed as optional work received enthusiastic comments from visiting parents who were glad that real literature was being read in school.

Comments/Notes

Creative Writing

Dime Novels

Brief Description

Students write a "dime novel," a form of literature popular in the mid-nineteenth century which emphasized fast-paced action, adventure, and the triumph of good over evil.

Objectives

To help students know what it meant to be a slave and to develop an awareness of the slave culture.

Procedures

Dime novels follow a simple formula which includes a rural or urban setting, a hero, rugged individualism, a crafty villain, a heroine, a struggle, and a happy ending.

- Choose concepts or themes to be included in your dime novel.
- Research the concepts.
- Begin writing the novel.

Characterization: The characters are either virtuous or villainous. The good guys (or gals) are self-made, modest, unassuming, brilliant, etc. Romance is limited to the purely romantic (i.e., not sexually explicit). The good guys (or gals) always win.

The bad guys (or gals) lie, cheat, and steal. They exploit, manipulate, and try to undermine the law.

Other characters may be added, such as friends of the hero, cronies of the villains, or innocent bystanders.

Plot: The plot consists of a local setting, a conflict among the major characters, lots of action and dialogue, and a resolution. Engage the reader early by bringing together the major characters and introducing the conflict as early as possible.

Source

ED 243 784

Chilcoat, George W. "Teaching the Slave Experience: Using Popular Culture as Technique." Paper presented at the Rocky Mountain Regional Conference, 1984. 30 pp. For related documents on using popular culture to teach American history, see ED 243 782-783.

Comments

Students need not write a magnum opus to complete this lesson. The familiarity of the format should help those students who are apprehensive about writing. This lesson could be a great deal of fun for you and the students. The source for this lesson includes instructions for turning the dime novel into a propaganda play.

- Present a series of situations that carry out the conflict. Try to evoke vivid images in the mind of the reader. Do not forget the happy resolution.

Title page: Grasp the reader with a vivid illustration on the cover. Give the novel a main title and a subtitle, such as *Samuel Saves the Day: or, the Peril of Peter Pringle*.

Evaluation of the dime novel is based on originality, historicity, readability, correct use of format, evidence of sufficient research, and neatness.

Results/Benefits

This lesson provides an opportunity for students to be creative while learning history. The facts of the reality of slavery are put into meaningful associations and relationships, and motivate students' curiosity about the past.

Comments/Notes

Research Papers

Guided Research

Brief Description

Presents a writing assignment that falls between the totally personal (such as journal writing) and a full-scale term paper. Students look at events, people, places, and things at the time of their birth and at the present time in order to compare and contrast the two time periods.

Objectives

To change the perception that research writing is different from other writing; to ease students into writing a research paper; and to help them develop a sense of perspective.

Procedure

- Browse through issues of magazines or newspapers that appeared nearest to your most recent birthday. Choose from the following list: *Time, Newsweek, U.S. News and World Report, The New Yorker, Sports Illustrated, Esquire, McCall's, Scientific American, The New York Times, Washington Post,* or *San Francisco Herald.*
- Choose a particular magazine or newspaper that interests you and locate an issue that appeared on or near your birthday.
- Scan the two magazines or newspapers you chose, noting information from each article to give you an idea of the material covered.
- Look at the information you have gathered so far, searching for clues to lead you to a further exploration of the topic. Do any comparisons or contrasts appear? Examples might include a story about a spy satellite from 1961 and a space telescope in 1981.
- Having identified a topic for comparison, go back to the issues and read the articles carefully. Take notes on relevant information. Be as accurate as possible, since you might have to rely on your notes to write your report.
- Look over your notes and search for connections between the two stories. Decide on the conclusion you wish to present.

Source

ED 260 438

Duke, Charles R. "An Introduction to 'Re-search' Writing." Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English, 1985. 14 pp.

Comments

"Write a term paper" are perhaps the most frightening four words for students. Personally, I never received any instruction in this form, and my first attempt was returned with a middling grade and the sole comment "not proper term paper form." Your students need not enter blindly into the realm of writing a research paper.

- Decide the most effective way to present the information. The comparison/contrast structure can be used in different ways.
- Pair off and challenge your partner to defend his or her main point. Your partner will do the same. If there are problems in your argument, it is best to work them out before more work is put into the report.
- Begin the first draft of your report. You will probably find that you will need to "fill in" your notes with your own thoughts and observations to hold your writing together. If you have problems at this stage, consult samples from magazines that use the same approach.
- Stress clarity and consistency in your writing.
- Once your draft is completed, evaluate it yourself. State your main ideas in one sentence. Identify the strongest and weakest parts of your report and cite specifics to support your evaluation.
- Form small groups and have your fellow students review your report. Have them write down their criticisms. Points to consider when you review a report are:
  Is the main idea well-developed?
  Is the report well-organized?
  Is the evidence cited clearly?
  Are the opening and closing remarks effective?
- Identify at least one improvement that you would recommend to the writer.
- Consider the remarks from your peers and revise as needed. Double-check dates, names, and places. Submit your report.

Results/Benefits

Students find that this process piques their interests and draws them into the research process. In the writing process, it is an important step to move from relying on personal experience to using information from other sources.

Role-Playing

Personalizing History

Brief Description

Presents a few examples of writing activities for American and world history courses.

Objective

To involve students personally in the learning process and to help improve their writing.

Procedures

Writing Assignments

Offer the students these choices in writing assignments:

- You are a member of the Sons of Liberty—write a petition trying to convince your fellow colonists to rebel against Great Britain.
- Write a series of articles on the conditions in the South before the Civil War from the perspective of a visiting Northern newspaper reporter.
- Write a letter to a friend from the perspective of a recent immigrant to New York City in 1890.
- Write a diary describing the activities of a feudal knight.
- Write a letter to a West European country in the late 1800s from a businessperson's point of view. Urge your government to establish overseas colonies.
- Write a letter to a friend describing the conditions in which you live as if you were a Jew in Germany in the late 1930s.

Evaluation of the Writing Assignments

Making comments that are positive and suggestive is more effective than carefully marking every mistake.

Concentrate on one or two areas of concern in a student's paper, particularly for poor writers.

The writing style of each student must be considered as well. Writers with different problems should receive different comments.

Source

Smith, Allen. "Personalizing Social Studies: A Step in the 'Write' Direction," *Clearing House*, v56 n1 p20-22, Sep 1982.

Students should be required to revise what they write so that you can follow up on deficiencies.

Results/Benefits

These exercises will motivate the students, provide a means to cover the content of the course and to practice writing skills.

Comments/Notes

Sequenced Assignments

Opinions, Facts, and Fiction

Brief Description

Presents a peer-audience-based writing program in which the teacher becomes an editor and the students are both writers and audience.

Objective

To broaden the role of writing in the curriculum beyond one in which the teacher is the students' only audience.

Procedures

The writing program includes the following suggested writing assignments:

1. Opinion Writing
   - Should TV be censored?
   - Should students be involved in planning courses for their school?
   - Should a landlord have the right to refuse to rent to a family with children?
   - Write letters to the editor on local issues.
   - Write book, movie, or television reviews.

Point/counterpoint: half the class writes on one side of an issue, then the other half responds in writing. Class discussion will follow.

2. Newspaper Writing

This assignment may include any aspect of the production of a newspaper.

3. Interviews
   - Prepare for an interview and write out questions beforehand. Tape-record the interviews and transcribe them. Use the interview as a basis for an article.

4. Panel Discussions
   - Choose an issue to discuss, pick panelists, and prepare questions. After the panel discussion, write about your experiences and thoughts during the discussion.

Source

ED 250 260

Morse, Julie C.; Pereira, Carolyn. *Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.* Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00). 82 pp. Paper copy not available from EDRS.

Comments

Do not simply launch the students into the role of peer editor without any assistance. Students may need to be trained in offering constructive criticism. For example, offer a set of sample questions to consider as students read the writing of their peers. In order to remove the emphasis on your opinion as represented by a grade, an alternative is to have the assignments graded on a pass/fail system. Also, to dramatize the changed roles of the teacher and student, you may wish to do the writing assignment along with the students and submit your work for peer editing along with the students' work. It is important to demonstrate respect for your students' writing.

5. Letter Writing

- Write letters to which answers are expected, including carefully planned, specific questions on a particular issue.

Several different people representing potentially differing viewpoints could be written to and their responses compared.

For example, students working on a project concerning the juvenile justice system could write to different officials asking for the same specific information or explanation of particular aspects of the juvenile justice system. Students should ask for the kind of information the recipient could best provide.

6. Personal or Narrative Writing

Writing of this type is usually lively and interesting. Students can write about issues relating to course content. Examples for a civics or government course are:

- Write about encounters with the police.
- Write about a time you were treated unjustly.
- Write about a time you were discriminated against.
- Write about an instance involving a clear-cut distinction between right and wrong.

7. Fiction Writing

This type of writing requires more skill, and you should refrain from giving a letter grade for this work. Students aware of the more difficult nature of this writing may be more open to revisions. Suggested assignments include:

- Write a dialogue between two or more characters.
- Given the last lines of a story, reconstruct the whole story.
- Based on information provided in class, write a description of an event or conflict from the point of view of one of the participants.
- Write a short story based on events depicted in newspaper stories.
- Visit a place in which you wish to begin a short story. Take notes on the physical appearance of the place and incorporate those details into the beginning of the short story.

8. Surveys

In order for the survey to be of genuine interest to the students, it should investigate an issue about which they really want to know. The source contains details and lengthy suggestions for clarifying the issues, preparing and implementing the survey, and using the results. Interested readers are referred to the source for this lesson or other pertinent literature on the construction and implementation of surveys. Developing a useful survey is a lengthy process, but the results are usually worthwhile. A careful survey concerning a sensitive issue can arouse the passions of even the most dull-eyed student and help students realize that there is more to school than passively sitting in class listening to lectures.

Comments/Notes

Sequenced Assignments

Commemorative Ceremonies

Source

Reissman, Rose. "Ceremonies and Civics," *English Journal*, v77 n5 p77 Sep 1988.

Brief Description

Students research an event or leader in preparation for a commemorative ceremony.

Objectives

To induct students into "the stream of history's continuum"; to improve their writing, oral expression, research, note-taking, interviewing, thinking, and reading skills; to communicate to the students the full meaning of these events or the leader's life.

Procedure

- Choose a significant leader or event to commemorate.
- Research the writings, speeches, photos, and paintings of the ceremony's subject. For recent figures, interviews might be conducted.
- Comment in writing on the applicability of statements made by or about the leader or event.
- Reflect on and show the leader/event's impact on people or events that followed.
- Form a committee and fashion the tribute. The ceremony might go as follows:

  a) The first speaker gives a brief introduction about the leader or event.

  b) Another speaker includes background information on the leader or event that inspired the ceremony.

  c) Several students read from other students' essays, reflecting on the significance of the leader or event being commemorated. Symbolic candles are lit to complete the ceremony.

Results/Benefits

Students eagerly participated in ceremonies marking the birthday of Martin Luther King, Jr. and the anniversary of the *Challenger* explosion. "They celebrate not only the figures and events studied but their own citizenship and positive involvement in society."

Sequenced Assignments

Ten Activities on the Rhetorics of History

Brief Description

Presents ten ideas for incorporating writing into social studies classes.

Objectives

To improve writing skills and higher-order thinking skills while relating the activity to social studies content. These activities lead up to a persuasive-essay writing assignment.

Procedure

1. Dialogue Writing Journals
   - Write for 5 to 10 minutes on anything even remotely related to this course or the way it is taught. At this point do not be overly concerned with using correct grammar and spelling: concern yourself with the ideas you are trying to put down on paper.

These journals are a private dialogue between teacher and student. Comment on the content of their writing. Encourage, but do not praise or lecture. Have students write in their journal periodically—at least once a week. The point is to help them develop fluency in writing.

Collect the journals and write comments in them without assigning a grade. Note their participation in the exercise instead.

2. Sources of Information

Engaging in a library scavenger hunt can help students become aware of the variety of sources of information available in the library. Write a series of questions which can be answered by looking in a variety of reference works.

Group the students into teams to hunt down the answers. After the answers have been found, reassemble the groups and compare the sources used.

3. Documentation of Sources

This exercise offers practice in citation style and will aid in avoiding plagiarism in their later work.

Source

Bressler, Jean. "How Big Is Your Headache? Or Ten Ways to Leave 'Em Writing," *Social Studies Teacher*, v9 n3 p9-10, Feb-Mar 1988.

Facts or Opinions?

The Washington Monument is 555 feet 5 and 1/8 inches tall.

Joe Namath, former quarterback for the New York Jets, states that athletes use Brut because it is best.

Mary Smith, the Browns' neighbor for 15 years, states that the Browns always pay their bills on time.

Dr. H.W. Biggins, director of the Mountain View Observatory, claims that his team has sighted a bright object traveling from west to east at approximately 4:00 a.m. every morning for the past six months.

After informally chatting with about 40 members of her senior class, Beth Masters reported to the school principal that the senior class of 497 students wanted a senior skip day without penalty imposed by teachers or administrators.

- Write down the bibliographic information for the sources used in the scavenger hunt. Assemble the information into a complete bibliography of sources used.

4. Pro and Con Arguments

Choose an issue that is clearly divided into pro and con arguments. Brainstorm as a prewriting activity, remembering to have the students record as many ideas as possible without stopping to evaluate them at this stage.

- Form a pro and a con group, and list the points for your side.
- Engage in a class discussion on the issue.

5. Fact vs. Opinion

There are four general categories of evidence: statistical details, first-hand experience and observations, judgment of authority, and the experience and observations of others.

Provide students with statements that they must identify as fact or opinion (see sidebar).

6. Valid or Fallacious Reasoning

Help students avoid making common errors of logic associated with the misuse of inductive and deductive reasoning. Provide small groups of students with examples of fallacious reasoning to be analyzed, using the following guidelines:

- Identify the type of reasoning.
- For inductive reasoning, evaluate the quality of evidence and the probable truth of the inferred conclusion.
- For deductive reasoning, evaluate the truth and value of the conclusion.

7. Format for Written Argument

- Write a one-sentence statement of your position, listing between 3 and 5 supporting facts or reasons.
- List the primary support for each fact/reason.
- List secondary support for each fact/reason.

8. Scriptwriting

Choose from the following assignments:

- Hypothesize, based on historical facts and opinions, a dramatic confrontation between two or more historical figures.

- Have the historical figures comment on events current in their time. Have them comment on events current in our time.
- Script a discussion between historical figures from different periods, modeled on Steve Allen's television program, "Meeting of Minds."

9. Computer Lab/Word Processing

Students find writing a persuasive essay is easier using a word processor. The stages of rewriting and revision are also easier. The final product is easier for you to read.

10. In-Class Peer Editing

Students are more aware of the need for correct information, clarity, and sound reasoning if they edit other students' essays.

React to the ideas in the essays (not just the mechanical errors), give positive feedback, and emphasize the quality of thinking represented in the essays.

Results/Benefits

Using these ideas, students can be instructed in the art of persuasive writing in a relatively painless manner and still have course content covered.

Comments/Notes

Writing Prompts

Political Cartoons

Source

Monahan, David P. "How to Stimulate Student Writing with Political Cartoons." *Social Education*, v47 n1 p62-64, Jan 1983.

Brief Description

Political cartoons serve as the material for prewriting and a group discussion on current or historical events.

Objectives

To give students practice in focusing their perceptions, translating them into words, and organizing their interpretations prior to the first draft of an essay.

Procedures

Select a cartoon and present it to the class. Political cartoons from an earlier era are just as useful as what appears on your doorstep everyday. The cartoon can be transferred to an overhead, put on a slide, or copied for all students. Remember that not all cartoons will reproduce well in every medium.

- Study the cartoon quietly for a few minutes.
- Write down a list of 10-15 questions drawn from your examination of the cartoon. Focus on the details and interrelationships in the cartoon.

Write some of these questions on the board.

Break the class into small groups and have them answer the questions.

- Report your group's answers to the class. Discuss the responses among the other groups. Write answers representing the consensus on the board next to the questions.
- Change the questions into declarative statements.

Have the groups form the declarative statements into a logical order. They now have a series of statements that can serve as the source for a writing assignment.

Results/Benefits

Political cartoons are an easy source of materials to use as a prewriting strategy, developed to help students with the problem of having "nothing to write about."

Newspapers

Newspapers

Examining Executive and Legislative Power

Source

ED 236 690

"The Newspaper as an Effective Teaching Tool. A Brief Introduction to the Newspaper in Education Concept." American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC 20041 ($1.00; $0.50 each for quantities of 51 or more). 1981. 29 pp.

Brief Description

Uses the newspaper as a resource to compare power shifts between the legislative and executive branches of American government.

Objectives

To make the abstract term "checks and balances" relate directly to contemporary political candidates by examining the shifts in relative power of the president and of Congress in recent decades.

Procedure

Group Work

- Form groups and choose a particular era of American history since the Civil War. Investigate the shifts in power between the legislative and executive branches in your chosen era. Document these shifts and provide reasons for them in writing.
- Clip articles from the newspaper that describe current conflicts between the two branches of government.

Analysis

Ask students to analyze their clippings using the following guidelines:

- Decide whether the framers of the Constitution realized the problems inherent in the system of checks and balances. If they did, then why did they not develop a more efficient system? Considering the problems involved in the "efficiency" of dictatorships, is the "inefficiency" of democratic checks and balances to be preferred?
- Compare the conflicts between the executive and the legislative branches since the Civil War. Are conflicts now the same as they were then, or have they changed?
- Describe procedures that prevent Congress from acting swiftly. Consider the effect of the different periods between elections.
- List the powers of the executive branch that are denied to the legislative branch.

- Consider the role of the free press in the process of checks and balances.
- After completion of the analysis, use the information to form your own opinion about the balance of power in the next ten years.

Comments

You may wish to have your students combine the results of their analysis into an essay or other form of presentation as a conclusion to this activity.

Newspapers provide an economical educational resource for a variety of contexts. This lesson helps students develop critical reading skills, become informed and involved citizens, and develop an understanding of the free press.

Comments/Notes

Newspapers

Investigating Economic Issues

Source

ED 236 690

"The Newspaper as an Effective Teaching Tool. A Brief Introduction to the Newspaper in Education Concept." American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC 20041 ($1.00; $0.50 each for quantities of 51 or more). 1981. 29 pp.

Brief Description

Uses the newspaper to examine the economic issues of product or resource shortages.

Objective

To introduce students to the effects of product or resource shortages.

Procedure

- Collect material from the newspaper relating to product or resource shortages. The material can include editorials, advertisements, articles, etc. The products or resources need not be crucial to survival, but may include shortages of local products, luxury items, international goods, and so forth.
- Once a sufficient number of clippings has been collected, form into groups to begin analyzing the material.
- Categorize the products or resources in short supply.

Analysis

Ask students to describe the difficulties that the shortage of each product/resource is causing. Use the following guidelines:

- Consider the effect of this shortage on the price of the product and on other products.
- Identify the businesses or industries that would be affected.
- Consider whether the product is indispensable.
- Consider the public, governmental, and industrial reaction to the shortage. Is enough being done to solve the problem?
- Decide whether the shortage is even real.
- Consider the personal effect of this shortage.

Upon completion of the analysis, have each group develop some general statements about the cause-and-effect relationship between supply and demand. Compare these to the theories presented in the students' textbook.

Newspapers

Exploring the Role of the Police

Brief Description

Uses the newspaper to explore the role of the police in the students' community.

Objectives

To have students make objective judgements about the role of the police in their community.

Procedure

- Collect material from the newspaper concerning the role of the police in your community.
- Form small groups.
- Interview people from the community, asking such questions as:
  a) Do you think the police are doing a good job?
  b) Have you ever called the police for help? If so, was their response adequate?
  c) Do you recall hearing anything about the police recently?
- Interview several police officers, asking such questions as:
  a) What are your normal duties?
  b) Have you ever been in a dangerous situation? If so, how did you feel?
  c) Do you think you are paid enough?
  d) What do you think of the community and its various groups?
  e) Is newspaper coverage of the police adequate?
- Organize and present your group's findings to the class in a manner that seems most fitting. Possible activities include debates, panel discussions, reports, visits by police officers, or a role-playing demonstration.
- Prepare a questionnaire concerning attitudes about the police to be handed out before and after your presentation.

Source

ED 236 690

"The Newspaper as an Effective Teaching Tool. A Brief Introduction to the Newspaper in Education Concept." American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC 20041 ($1.00; $0.50 each for quantities of 51 or more). 1981. 29 pp.

Analysis

Ask students to consider the information gathered in this exercise using the following guidelines:

- Describe the duties of the police in your community.
- What are the attitudes of the community toward the police, and vice versa?
- What are the risks in police work?
- Do you have any ideas about how the police and community could work better together?
- What is the role of the local newspaper in helping the police perform their duties? Should it play a different role?
- Consider the results of the questionnaire used before and after your presentation.
- Describe the changes in your own view of the function and performance of the police.

Results/Benefits

Teachers who have used newspapers in their classrooms report increased student motivation. Students have their interest aroused and maintained. An awareness of current events and a sense of connection between textbook content and present-day concerns are other benefits of using newspapers in the classroom.

Comments/Notes

Newspapers

Brief Writing Assignments in Social Studies

Brief Description

Presents a series of short writing assignments for social studies using the newspaper.

Objectives

To help students realize that newspapers are "living textbooks," containing information that shapes their everyday lives.

Procedure

1. History
   - Plan a banquet for a pirate crew's celebration.
   - Write a sports reporter's story about a medieval jousting tournament.
   - Write a newspaper article that includes quotations from historic characters.
   - Design a miniature newspaper including stories, ads, and pictures from a distant period of history.
   - Write a letter to the editor, taking a stand on an issue from the past.
2. Current Events
   - Write a speech to your classmates expressing the public sentiment on an issue. Give your estimation of that sentiment after reading stories and letters to the editor.
3. Sociology
   - Conduct a survey of your classmates' newspaper-reading habits and write up a report of the results.
   - Write your own answers to some of the questions from "Dear Abby."
4. Politics
   - Write a script of a meeting of your city's governing board based on reports from the newspaper.
   - Write press releases for your favorite candidate, drawing on information from newspaper articles.
   - Analyze political cartoons.

Source

ED 256 702

Richardson, Lynn J. "As the Crow Flies. A Social Studies/Newspaper Guide. A Newspaper in Education Service," 1980. Newspaper in Education Department, Johnson City Press-Chronicle, P.O. Box 1717, Johnson City, Tennessee 37605 ($3.95; quantity discounts available). 17 pp.

Comments

These simple and quick exercises are easily integrated into the classroom. I am an advocate of using the newspaper in the classroom because I vividly recall looking through newspapers when I was in junior high looking for material to bring to class. It made an impression on me because it was so different from normal classroom activities. I then began reading the paper, something I rarely had done before.

- Choose a political controversy reported in the newspaper. Write your own solution to the controversy and seal it in an envelope. When the controversy ends, compare your solution to the actual one.
- Make a chart listing various countries that appear in newspaper stories. Indicate the United States' relationship (ally or adversary) with each country.

Results/Benefits

Students begin to realize that events reported in the newspaper often affect their lives.

Comments/Notes

Newspapers

Current Events and Journalistic Style

Source

ED 250 260

Morse, Julie C.; Pereira, Carolyn. *Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship*. Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00). 82 pp. Paper copy not available from EDRS.

Brief Description

Students gather and analyze newspaper articles to learn about current events and journalistic writing style.

Objectives

To stress the importance of an informed citizenry; to inform students of current events; and to instruct them on the basic structure of newspaper articles.

Procedure

Introduce students to journalistic writing style by discussing the "who, what, when, where, why, and how" characteristics of all stories, and the "inverted pyramid" in which the pertinent information is in the "lead" paragraphs, followed by supporting information.

- Obtain a newspaper and identify the "5 Ws & H" in a story, writing down the appropriate identifier in the margin of the newspaper.
- Over the next few days, skim through the paper and identify the "5 Ws & H" in a number of articles. Keep track of this information on a separate piece of paper.

Divide the class into two sections. Have the students compare lists and try to make a master list for a few articles in which the students agree on the "5 Ws & H." You may wish to narrow their search for articles to a particular section of the paper.

Allow time for your students to review their lists to become familiar with the "5 Ws & H" in the articles.

Stage a current events contest based on questions from the articles examined. Students being questioned may consult with their group members, but must answer on their own.

Newspapers

Censorship and the Free Press

Source

ED 250 260

Morse, Julie C.; Pereira, Carolyn. *Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.* Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00). 82 pp. Paper copy not available from EDRS.

Brief Description

Students examine the role of a free press and role-play a situation in which they act as government censors.

Objectives

To analyze the news critically and to demonstrate the need for a free press.

Procedure

Brainstorm with the class to develop a list of the responsibilities of newspaper reporters. Make a list on the chalkboard.

Pick an article from the front page of today's newspaper and decide whether the reporter met the responsibilities on the list.

Brainstorm a list of the responsibilities of newspaper readers.

- Consider the following quotation from Thomas Jefferson: "Were it left to me to decide whether we should have government without newspapers or newspapers without government I should not hesitate to choose the latter."
- Do you agree or disagree with Jefferson? Argue your case in class.
- Imagine that the government has destroyed the free press and established strict censorship. Scan a section of the newspaper and cross out entire articles or parts of articles that portray the government or powerful individuals in an unfavorable way.
- Gather in small groups and decide which articles or parts of articles can be published.

On a bulletin board, post articles that were censored, as well as those that passed by the censors.

As a class, compare the censored and uncensored articles. What useful or important information remains in the censored articles? Would you want to read stories that have passed the censor? Which articles are more important for everyday life? Which are less important? Were the important articles censored?

- Write an essay based on the following quotation from Will Rogers: "All I know is what I read in the papers." Based on your experiences earlier in this activity, argue for and against the position. Can the newspaper provide all the information you need for everyday life?
- Make up your own quotable saying concerning the role of the free press and newspaper reading. Write an essay analyzing your quotation.

Comments/Notes

Newspapers

Fact vs. Opinion

Source

ED 250 260

Morse, Julie C.; Pereira, Carolyn. *Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.* Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00). 82 pp. Paper copy not available from EDRS.

Brief Description

Students analyze news stories and editorials to identify facts and opinions.

Objectives

To help students learn to differentiate fact from opinion, and to develop critical reading and writing skills.

Procedure

Have all students read one editorial and consider the following questions:

- What issue does the editorial cover?
- What position is taken?
- What are the reasons given?
- What facts are presented?
- What opinions are expressed?

During a class discussion of the editorial, ask what other information the students might need to make a better-informed decision about the editorial.

- Using the same procedure, analyze an editorial on your own and write an essay incorporating your findings and opinions.

Similar procedures can be used for political cartoons. Suggest that your students try their own hands at drawing political cartoons.

Newspapers

The Bill of Rights in the News

Brief Description

Students look through the newspaper for articles referring to rights guaranteed in the Bill of Rights.

Objectives

To familiarize students with the Bill of Rights (the first ten Constitutional amendments) and the importance of these rights in their everyday lives.

Procedure

Discuss as a class how many rights are included in the Bill of Rights. List them on the blackboard. If disagreements arise and more than ten are listed, list them all, and have the students look to the Bill of Rights and the other amendments to see if the disputed rights are guaranteed elsewhere.

- Think of one real-life example illustrating a right guaranteed under the Bill of Rights.
- Look through the newspaper and find articles demonstrating each of the rights mentioned in the first ten amendments. Clip the articles you find and indicate which right you think is pertinent.

You may wish to split the class into ten groups and have each one concentrate on one amendment.

Gather examples from the students and display them on a bulletin board to reinforce the influence of the Bill of Rights. There may be differences of opinion involving which rights pertain to which articles. Class discussion of these differences leads to clarification of ideas.

- Form small groups and discuss which five rights your group would agree to give up. Vote on the results.

The important point is that a democratic vote be taken and that dissenting voices be heard but not acted upon unless they can convince others to change their vote.

Source

ED 250 260

Morse, Julie C.; Pereira, Carolyn. *Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.* Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00). 82 pp. Paper copy not available from EDRS.

Newspapers

Courtroom Simulation

Source

ED 250 260

Morse, Julie C.; Pereira, Carolyn. *Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.* Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00). 82 pp. Paper copy not available from EDRS.

Brief Description

Students role-play the various characters in a courtroom based on a case or conflict between parties described in the newspaper.

Objectives

To involve students in the court process and have them engage in real-life decisions.

Procedure

Find an article in the newspaper that describes a conflict, such as whether teachers should go on strike. Make enough copies for each student. Divide the class into groups of three.

- Choose your role—the judge, the plaintiff, or the defendant. The role you will play should be based on the following guidelines:

  Judge: Make sure that both sides have a fair chance to present their arguments. Do not interrupt or dominate the proceedings.

  Plaintiff: You are accusing a person of being unfair on the issue under consideration. You speak to the judge first.

  Defendant: You are the person being accused. Listen to the accusation made by the plaintiff, and disprove it or present justification for the actions which brought about the conflict.

If time permits, rotate the roles so that students can take other perspectives. Gather as a class to discuss the decisions reached by individual groups. Points for discussion include:

- Identify the major issues.
- Evaluate the decisions of the judges.
- Assess the relative difficulty of the roles.
- Were the roles played well?

For a writing activity, ask students to write a letter to the editor expressing agreement or disagreement with one of the decisions. Letters may include supporting evidence and alternative judgments.

Newspapers

Awareness of Other Cultures

Source

ED 250 260

Morse, Julie C.; Pereira, Carolyn. *Citizens on Assignment. A Newspaper in Education Curriculum on Citizenship.* Chicago Sun-Times Charity Trust, Ill.; Constitutional Rights Foundation, 1510 Cotner Ave., Los Angeles, CA 90025 ($8.00). 82 pp. Paper copy not available from EDRS.

Brief Description

Students gather newspapers from various regions of the country and from other countries for the same day and compare the presentation of world and local events.

Objectives

To give students an awareness of cultures not their own.

Procedure

- Skim through your local paper and imagine that you live in another region of the country. Mark stories that would not be of primary interest to someone living in your region.

Class discussion on the issues raised will help set the stage for the remaining parts of the activity. At this stage, students should realize that other communities have different interests regarding newspaper coverage.

- Write to newspapers in other regions of the country and in other countries, asking for a copy of their newspaper published on a specific date.

The whole class could brainstorm the content and organization of the letter. Or, a group could be formed for each newspaper, to be responsible for writing the letter and following through on the request.

When a sufficient number of newspapers has been received, compare the contents. Are the front-page stories the same? Note other similarities and differences. Compare the editorials. Were common issues addressed?

- Write an essay based on the information gathered from the newspapers, stating the most pressing problems facing the world, the nation, and your local community.
- Are your neighbors worried about the same kinds of issues that the rest of America is? That the rest of the world is?

Geography

Geography

Cultural and Geographical Insights

Brief Description

Students read high-interest, well-written fictional literature and respond to questions concerning climate, economic situations, physical features, cultural patterns, and historical backgrounds.

Objectives

To teach basic geographical concepts to middle school students through fictional literature.

Procedure

The source includes lesson plans based on ten fictional works, five of which are presented here. Questions based on the book, terms to look up, and map reading skills are presented for each book.

Source

ED 289 787

Friend, Audrey J.; Thompson, Karen. *A World of Fiction: Global Insights in Fictional Literature*, 1987. 31 pp.

Questions/Exercises

1. James Aldridge. ***The Marvelous Mongolian*** (Little Brown, 1974)

Summary: A Mongolian horse and his mate escape from an endangered wildlife reserve in Wales and journey back home while their exploits are followed in a series of letters by the main characters Baryut and Kitty.

- Describe what Tachi looks like and compare him to present-day horses.
- Describe the role of the horse in Mongolian culture.
- Why was Wales chosen as the best home for Tachi?
- Describe everyday life for Baryut and Kitty.
- Define "copse," "moor," and "collective."
- Provide a geographical location for terms such as Magyar, Celtic, Shetland pony.
- On a map of Europe and Asia, label cities, towns, regions, bodies of water, and rivers mentioned in the book.
- Use the maps to retrace Tachi's route, labeling significant events in the story.

Comments

This lesson taps the large amount of high-quality children's literature that deals with other cultures. Children's literature is an excellent teaching resource because it is presented in a form which the students enjoy reading and it imparts the desired information.

2. Holm, Anne. **North to Freedom.** (Harcourt, Brace, and World, Inc., 1965)

Summary: A 12-year-old escapee from a prison camp travels across Europe learning about the outside world he never knew.

- How did David know which direction was north?
- What survival skills did he learn in the camp?
- Make a list of the everyday experiences which were new to David.
- Put a star next to items in the list above which are "universal experiences."
- Mark the countries and towns mentioned in the book on a map of Europe.
- Trace David's route on your map and label the major events of the story.

3. Tung, S.T. ***One Small Dog.*** (Dodd Mead and Co., 1979)

Summary: Sung tries to smuggle his dog out of China, which has outlawed dogs. He has many adventures in his journey to Hong Kong.

- Describe Sung's impressions of Hong Kong.
- List the ways in which the characters obtained their food supplies. What kind of labor is involved?
- Describe how the pigs are taken to market. Are there any parallels to American history here?
- Describe the feast and what it says about life in China.
- Compare the "Great Leap Forward" from Mao's time to current events in China.
- Locate on a map the places mentioned in the story. Trace Sung's travels and label the major events of the story on the map.

4. Werstein, Irving. ***The Long Escape.*** (Charles Scribner's Sons, 1964)

Summary: Based on a true story, this book tells the story of an attempt to lead 50 convalescent children to safety as the German army invades Belgium.

- Using a geographical atlas, discuss why the German army might have chosen to invade France through Belgium.
- Give both geographical and technical reasons for the failure of the Maginot Line to protect France.
- Using a geographical atlas, discuss how Norway was able to fight off the Germans longer than Denmark.

- Compare everyday life described in the first chapter to that in the U.S.
- Mark the story's events on the map in the book.
- Using an encyclopedia or other source, guess which ports in England were used to rescue the soldiers at Dunkerque.
- On a map, locate names of places mentioned in the book.

5. Wuorio, Eva-lis. ***Detour to Danger*** (Delacorte Press, 1981)

Summary: Fernando attempts to thwart a neo-Nazi group that he believes to be planning an assassination.

- Locate on a map of Spain the cities mentioned in the prologue.
- Define the term "stereotype." What has Nando learned by the end of the book about the characters of the Lawyer, the Golden Boy, the Hustler, and the Hippie?
- How does the Spanish Civil War relate to the plot of this book?
- What is the evidence for a strong North African influence in Spain?
- Using reference works and Chapter 10, discuss the history of the swastika and its role in modern European history.
- Explain why the Nazis harassed the gypsies so severely.
- Trace Nando's route on a map of Europe, labeling the major events in the story.

Results/Benefits

Students improve their writing and reading skills as well as learn basic geographical context.

Geography

Analyzing Thematic Maps

Source
ED 241 369
Johnson, Diane. "A Map Literacy Project." *Journal of Geography*; v82 n6 p279 Dec 1983.

Brief Description

Students gather and analyze thematic maps from a variety of sources.

Objectives

To develop basic map literacy skills while learning to recognize the basic components of a map; to identify and learn to analyze a thematic map.

Procedures

Before students gather and analyze maps, review some of the basics of map reading with the class, such as the difference between a general purpose map and a map designed to present only one type or selected types of information. Students should be able to identify a map's scale (whether it is general purpose or thematic), title, source, orientation, and date.

Demonstrate rudimentary critical map reading skills before continuing with the lesson. Also, since each student will be asked to write a paragraph about each map, you may wish to review the basics of paragraph construction.

Assembling the maps

- Gather 10 to 15 thematic maps from news magazines, newspapers, or other periodicals.

Recognizing basic map components

- Mount each map on a sheet of paper, noting the source of the map and the date of publication. Leave some blank space at the bottom for the following information:
  1. the title of the map (or title of the article from which it came if the map has no title)
  2. the scale of the map
  3. the key or legend—describe what it represents
- Compose a sentence that describes the information represented on the map.

Analysis

- Write a short paragraph that describes the strengths and weaknesses of each map. Consider the following aspects of the map:

  Is it attractive?
  Is it too cluttered with unnecessary detail?
  Is it oversimplified or does it lack necessary information?
  Is the key clearly labeled?
  Is it large enough to reveal details?
  Does it help the reader understand the article?

Evaluation

Evaluate the first two steps objectively—did the students provide the correct information? Evaluation of the third step is more subjective but is the key to incorporating writing into the social studies. One question to keep in mind in evaluating the third step is whether the student succeeded in incorporating the earlier information into a series of complete sentences designed to present a critical evaluation of each map.

Results/Benefits

All students are given the same basic skills to master, and then move on to higher-level thinking skills in the map analysis portion of the lesson. Students draw on their knowledge of art, mathematics, language arts, and social studies to produce the final product. Many of the maps also serve as a springboard to a discussion of current events.

Comments

Direct instruction in map literacy demonstrates to the students that maps can convey a great deal of information, or can be very confusing if poorly drawn. Another suggestion designed to demonstrate the usefulness of maps is to have the students engage in discussions about their analyses, or to analyze maps as a group. The focal points of this lesson include teaching students to understand maps, encouraging them to share their ideas about the map's effectiveness, and to discuss, or even argue, about particular maps.

Geography

Wind and Solar Energy Maps

Source

ED 256 697

David E. LeHart and Rodney F. Allen. "The Geography of Solar Energy." Classroom Teacher's "Idea" Notebook. *Social Education*, 1984, Supplements No. 34-36. 25 pp.

Brief Description

Students analyze maps of wind and solar energy distribution to determine which parts of the country are suited to photovoltaic cells, wind energy, or both.

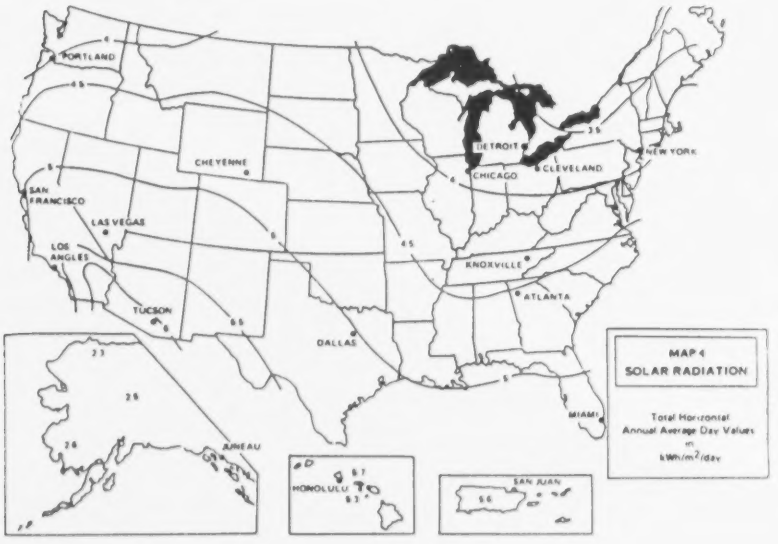
Objectives

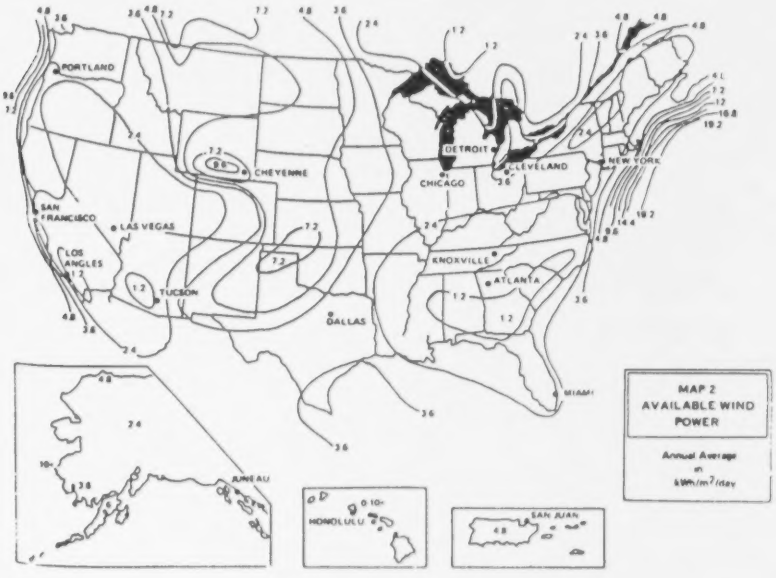
To provide a relevant way to apply geography skills and to increase awareness of technological and societal issues by using high-interest topics such as solar energy and wind energy.

Procedures

You may wish to discuss briefly the alternative energy sources of wind and solar energy (see sidebar, next page).

Distribute copies of wind and solar maps (see below). Students can work in groups or individually. You may wish to instruct your students in the meaning of the "isolines" on the maps, although most students probably have seen them used in national weather maps indicating temperatures across the nation. Isolines are lines that represent equal amounts of a given variable, such as temperature, wind, or solar energy distribution.





Maps reprinted from *Social Education*

- Working individually or in groups, estimate the amount of solar and wind energy available for five to eight states in different regions of the country. Write down this information in the form of a table, indicating solar energy, wind energy, and the sum of the two. Also include your city and state in the table of data. You will need to estimate most values.

The following are some questions that either could be used to begin a class discussion or could be answered by the students in writing.

- Identify the states that have the best conditions for the use of solar energy and those states that have the best conditions for the use of wind energy.
- Note the pattern of wind energy along the Northeast and Northwest coasts. Explain this distribution.
- Identify the parts of the country that have the two highest concentrations of wind energy. Compare them to Chicago's concentration of wind energy. Should Chicago be called the "Windy City"?
- Look at the map of solar energy distribution. Now consider the location of the "Sun Belt." Does the distribution of solar energy fit well with the southern parts of the country that are experiencing rapid population growth?
- Windmills are most efficient when the wind is between 15 and 25 miles per hour. Identify the parts of the country where "wind farms" would be most efficient.

Comments

Photovoltaic cells convert sunlight into energy when electrons in the solar cell are knocked free by the action of sunlight. Small solar-powered devices are common enough that most students probably have seen one before.

Winds are caused primarily by the uneven heating of the earth's surface by the sun. Hotter air rises, and cooler air sinks. A circulation pattern is established and the winds begin to blow. Because slight differences in local conditions can dramatically affect the production of wind, the distribution of wind available to turn windmills is uneven across the country. Typically, windmills turn an electric generator to convert wind energy to electricity. Most windmills are most efficient when the wind is between 15 and 25 miles per hour.

Comments

Government funding for the development of alternative sources of energy has fallen on hard times recently, as oil prices have dropped and as new reserves of oil are found. But development of more efficient means to transform wind and solar power into electricity continue. Current events, such as the oil spill from the Exxon-Valdez, remind us that our dependence on fossil fuels is costly to us and our environment.

This lesson can be driven by current events, or can stand alone as a way to introduce students to the benefits and problems of alternative energy sources.

- Solar energy cells are effective if the solar radiation is at least five kilowatt hours per square meter per day. Which states are good places to use solar energy?

The source offers many suggestions for extending this map reading lesson to other topics, including: contacting companies about the most recent developments in solar and wind energy; focusing on local agricultural uses of these alternative energy sources by contacting your local county agricultural agent; or investigating the cost and effectiveness of using solar or wind energy in your local area.

Results/Benefits

Students are able to apply basic map reading skills to the important technological and social issue of alternative energy sources. The lesson can be tailored to individual regions of the country, or kept at the national level. The lesson also offers you the chance to build on the results of this lesson and develop other instructional units.

Comments/Notes

Geography

Controversial Topics in Social Studies

Brief Description

Uses a debate format to explore controversial topics in the social studies that have a geographical basis.

Objectives

To strengthen students' abilities to express themselves and their ideas logically; to improve their writing skills; and to motivate students to think critically about important issues.

Procedures

Topics for debate may be generated in several ways. The author of this lesson plan used a student questionnaire that included possible debate topics. The results were tabulated and only the controversial issues were considered for debate. Teams for each debate were chosen based on the questionnaires.

Debate topics must be written clearly and should not provide any information that can be used by either side in the debate. Clarity is important because students should spend their time developing their arguments rather than trying to understand the debate topic. However you decide to generate debate topics and assign teams, the heart of the assignment is the position paper.

- Write a 2-4 page paper (including a bibliography) that presents your team's position on the issue being debated.

No formal rules of debate need be followed. The author of the lesson offers the following format suggestions.

- The supporting side will read the question, and each side will have the opportunity to make statements and rebuttals. Each statement should be followed by a short citation of the information source to prevent unsupported information from clouding the debate.

Source

Estaville, Lawrence E., Jr. "Debate: A Teaching Strategy for Geography," *Journal of Geography*; v87 n1 p2-4 Jan-Feb 1988

Comments

The most exciting and rewarding teaching experience of my life occurred when I set up a debate much like the one described here. In my case, a polyglot group of college freshman, sophomore, juniors and seniors took sides on an issue in the history of chemistry. Issues that were heatedly debated in the late 1770s came to life again in my classroom as the students challenged each other on how to interpret Nature, even though most of them were non-science majors. The students actively engaged in an historical drama that had been "decided" 200 years earlier, but the timelessness of the broad issues underlying the specifics of the debate topic made the debate lively.

The key points for an effective debate are adequate preparation by the students and a topic controversial enough to engage their minds during the debate itself.

Your role in the debate is important. Record the points made by each side in order to facilitate follow-up. Moderate the debate to keep it under control. You must also be the timekeeper, analyst, and catalyst for the debate. At the end of the debate, encourage closure by restating the major points and adding your own comments.

Evaluation

If done properly, the students' preparation for the debate should take a considerable amount of time. The weight assigned to this activity should reflect that fact. In your evaluation of each student, consider the quality of the position paper, command of significant information, logic of the argument, coherence of rebuttals, and the student's participation and enthusiasm.

Results/Benefits

Students invariably become quite enthusiastic when debating highly controversial issues in a format that allows for some order to be maintained. This debate format has been used in large and small classes, and can be adapted for different teaching styles and different teaching philosophies. Students often request more class time for debates. They also frequently come up with their own innovative lines of thought.

Appendix A: Setting the Stage

Upon the death of her owner, Amelia Jackson (age 24) has been freed. Her husband, Marcus, is still a slave on a neighboring plantation. They have one child, Betty (age 7). Two other children died in infancy. The year is 1883. They live about ten miles outside of Richmond, Virginia. They have no debts, and Marcus has managed to save a little money from extra work as a carpenter.

The Jacksons are descendants of Africans who were brought to Virginia in 1690. They have many relatives in the Richmond area, most of whom live as slaves on other plantations.

According to Virginia law of 1806, all freed slaves must leave the state within six months to avoid setting an example which would make other slaves envious and perhaps rebellious. Amelia Jackson must decide what she will do. Although Betty is still a slave, Amelia could try to take her daughter with her. Marcus Jackson is willing to try to escape with them; he feels he has a good chance of getting away.

What should they do?

Option A—Richmond, Virginia

Advantages: They would stay in an area which is familiar to them. Only one of them would be breaking the law. Amelia would have to hide in Richmond, visiting her daughter on one plantation and her husband on another. They would be close to their relatives, who mean a lot to them.

Disadvantages: Marcus and Betty would still be slaves. The family would be living in three separate locations. If Amelia were caught, she could be sold into slavery.

Option B—Boston, Massachusetts

During the Revolution, the state of Massachusetts adopted a new state constitution. It began with the words, "All men are born free and equal, and have certain natural, essential, and unalienable rights; among which may be reckoned the right of enjoying ...their...liberties." A few years after 1780, slavery withered away in Massachusetts. Some slaves simply left their masters. Some masters assumed that the state constitution required them to regard their former slaves as free.

In the spring of 1781, a court made it official. A man named Quock Walker (or Quark: the translation from the original African language is not exact) ran away from his owner, claiming that his master's wife, now dead, had promised him his freedom when he reached twenty-one. Walker's master, Nathaniel Jennison, beat him and tried to force him back to work. But Walker was helped by the relatives of his dead mistress to appeal to the Supreme Judicial Court of Massachusetts. A promise made to a slave would not stand up in Court. But the Chief Justice ruled that "the idea of slavery is inconsistent with our [state] constitution; and there can be no such thing as perpetual servitude of a rational creature, unless his liberty is forfeited by some criminal conduct or given up by personal consent or contract...Slavery is in my judgement as effectively abolished as it can be."

Advantages: In the years after 1781, the free black population of Massachusetts grew. If the Jackson family had come to Boston in 1830, they would have found 1,875 other free blacks there. Free blacks made up three percent of the total population of the city. In 1831, William Lloyd Garrison began editing the first major anti-slavery newspaper, *The Liberator,* in Boston. The Jacksons would find that there were groups of people organized in anti-slavery societies to lobby

against slavery. They would also find some small businesses owned by black people. There had been a small school for black children since 1798, and a very high proportion of black people in Boston could read and write.

The state constitution had long been understood to outlaw slavery in Massachusetts.

Disadvantages: The Jacksons would find that most blacks lived in certain neighborhoods. (These were not formally segregated; some whites live in them, too. But black people were concentrated in certain of the poorest areas.) Virtually no black people owned their own homes. The vast majority of black people were unskilled laborers and servants, working in marginal jobs. Many public accommodations were segregated. Schools were segregated (until 1855). Marcus's and Betty's masters might take advantage of the fugitive slave clause.

Option C—New York City

New York did not outlaw slavery until nineteen years after the Constitution of the state of Massachusetts was framed. In 1799, New York passed a gradual manumission law. It provided that male children born to slaves after July 4, 1799, would be free when they reached the age of twenty-eight, and female children, after the age of twenty-five. If the Jacksons had come to New York in 1830, they would have found more than 12,000 black people there, but some of them were still slaves.

Advantages: New York had a much larger black community than Boston—there were over 10,000 blacks there in 1820. It would be easier for Marcus to hide among them if his master tried to track him down. There were more possibilities for employment for black workers in New York. A significant proportion of free black men found employment as mariners on ships using the port of New York. Other men and women found work in retailing, as bakers, grocers, peddlers, and carters, as well as in domestic service. There were several institutions established by black people: two black churches, two free black schools, and an aid society—the New York African Society for Mutual Relief.

Disadvantages: Because slavery had been abolished more recently and more gradually than in Massachusetts, more white people still thought that slavery was the "natural" position for blacks. In fact, as late as 1790, New York had been second only to Charleston, South Carolina, in the number of slaves in the city. There was probably more racism and more hostility to blacks in New York than in Boston. There would be a great deal of segregation—in churches, and in public transportation. There were few good schools which would accept black children, and schools in New York would not be desegregated when Boston schools were in 1855. Betty's and Marcus's masters could invoke the fugitive slave clause and search for them in New York.

Option D—Canada

Upper Canada, including what is now Ontario, was settled heavily by Loyalists who had fled the American Revolution and brought their slaves with them. In 1793, the Canadian Parliament passed a gradual emancipating law which freed all children born to slaves when they reached their twenty-fifth birthday. The law also provided that "No Negro or other person who shall come or be brought into this Province...shall be subject to the condition of a slave or to...involuntary service for life." In 1833, a British court ruled that no slavery could exist in any part of the British Empire, thus abolishing slavery completely in Canada.

Advantages: If the Jacksons were to go to Canada, Betty and Marcus would be legally free. Marcus Jackson could fight in the militia. They would find sizeable communities of runaway slaves

and former slaves who had been freed by Canadian law. Their masters would not be able to pursue them, because the provisions of the fugitive slave clause would not be recognized in a foreign country.

Disadvantages: They would be very far from their relatives, with virtually no chance of seeing them again. Most black people in Canada lived in small settlements. They were very poor, and there were few economic opportunities.

Appendix B: Resource Sheets

Resource Sheet 1: Historical Background of Brown v. Board of Education

The United States Supreme Court preserves our nation's traditions at the same time that it adjusts to social change. Both tradition and change played important roles in the court's famous decision in *Brown v. Board of Education of Topeka, Kansas*. This case, dealing with segregation in the public schools, demonstrates the Constitution as a living document, whose meaning is continually studied and interpreted by the highest court of the land.

Following the Civil War, the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution outlawed slavery, granted citizenship with full privileges and immunities to all persons born or naturalized in the United States, and protected the right of all citizens to vote, regardless of race, color, or previous status as slaves. Despite these amendments, many communities throughout the United States established separate facilities for blacks and whites, such as segregated restaurants, hotels, and even drinking fountains.

In 1896, Homer Plessy, who was one-eighth Negro, refused to leave a "whites-only" railway car, thus defying a Louisiana law establishing separate "but equal" railway cars for blacks and whites. Arrested for breaking the law, Plessy appealed to the Supreme Court. He argued that his rights as a citizen under the Fourteenth Amendment were denied. The Court ruled that state laws could separate the races, as long as the separate facilities were of equal quality. *Plessy v. Ferguson* became an important "precedent"—a decision that would influence later judicial opinions on segregation.

The "separate but equal" doctrine was also applied to education. It was not uncommon for a school district to have black and white school systems operating side by side. Not only was this discriminatory duplication of facilities held to be constitutional, but much less sophisticated forms of racial discrimination in education were held to be constitutional, as well. In *Cumming v. Richmond County Board of Education* (1899), the Supreme Court allowed a school board to discontinue its black high school, for financial reasons, while continuing to operate its white high school. And in *Gong Lum v. Rice* (1927), the Supreme Court decided that Mississippi could require a nine-year-old Chinese girl to attend a black school, even though it was inferior to the white one.

However, as black people struggled for equality, the Supreme Court's interpretation of the constitution slowly began to change. In the case of *Missouri ex rel. Gaines v. Canada* (1938), Lloyd Gaines, a black man of 25 wanted to attend the University of Missouri Law School, which was for whites only. Because there was no separate black law school in the state, Missouri had offered to pay any extra tuition expenses for Gaines to attend a non-segregated law school in a neighboring state, while Missouri would begin building a separate black law school. Gaines refused and demanded to enter the University of Missouri. The Supreme Court supported him, since Missouri did not have a separate black law school of its own. The Court finally supported the idea that segregated schools really had to be equal.

Two other cases, both decided in 1950, continued to change the way in which the Supreme Court viewed school segregation—especially at the university level. In *Sweatt v. Painter*, the Court ruled that the University of Texas had to admit Sweatt, a black man, to its all-white law school, even though there was a separate black law school in the state, because the black school was inferior in such "intangible" qualities as prestige and reputation of faculty.

George McLaurin, a black man of 68, applied to and was admitted by the University of Oklahoma to study for a doctorate in education. Oklahoma acknowledged that it had no adequate black school and allowed black students to attend its all-white university, but on a segregated basis. McLaurin was made to sit at a desk by himself outside the regular classroom, eat by himself in an alcove in the cafeteria, and study alone behind a stack of newspapers in the library. In *McLaurin v. Oklahoma State Regents*, the Supreme Court found these restrictions based on segregation to be unconstitutional, because McLaurin's ability to get an education was unfairly restricted.

These decisions seemed to indicate that universities could not be segregated, because they really could not be equal. But what about the millions of children in elementary and high schools—could they still be kept in segregated schools? This question was decided in five court cases in 1954, the most famous of which was *Brown v. Board of Education of Topeka, Kansas*.

Mr. Oliver Brown did not want his 11-year-old daughter to walk across railroad tracks a mile to the black school, when the white school was less than half a mile away. Although the board of education made a strong argument that its black and white schools were physically equal, the Supreme Court ruled in favor of Brown on the key question that had divided many of America's schools since the Civil War—that even if the physical facilities were equal, the very fact of segregation deprived black children of an equal education.

Thus, nearly sixty years later, the Supreme Court reversed itself and held that *Plessy v. Ferguson* was no longer valid. Schools could no longer be segregated.

Resource Sheet 2: The Supreme Court And Civil Rights

1. ***Brown v. Board of Education*** **(1954)**

"We must look...to the effect of segregation itself on public education...To separate [blacks] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone...Separate educational facilities are inherently unequal."

2. ***Cumming v. Richmond County Board of Education*** **(1899)**

"...the education of people in schools maintained by state taxation is a matter belonging to the respective states, and any interference on the part of Federal authority with management of such schools cannot be justified except in the case of a clear and unmistakable disregard of rights secured by the supreme law of the land. We have here no such case to be determined."

3. ***Gong Lum v. Rice*** **(1927)**

"We think that it is the same question that has been many times decided to be within the constitutional power of the state legislature to settle, without intervention of the federal courts..."

4. ***McLaurin v. Oklahoma State Regents*** **(1950)**

"The result [of restrictions] is that appellant [McLaurin] is handicapped in his pursuit of effective graduate instruction. Appellant, having been admitted to a state-supported graduate school, must receive the same treatment at the hands of the state as students of other races."

5. ***Missouri ex rel. Gaines v. Canada*** **(1938)**

"It was as an individual that [Gaines] was entitled to the equal protection of the laws, and the State was bound to furnish him within its borders facilities for legal education substantially equal to those which the State there afforded for persons of the white race, whether or not other Negroes sought the same opportunity."

6. ***Plessy v. Ferguson*** **(1896): Majority Opinion**

"Laws permitting and even requiring their [black and white] separation in places where they are liable to be brought into contact do not necessarily imply the inferiority of either race to the other....If one race be inferior to the other socially, the Constitution of the United States cannot put them upon the same plane."

7. ***Plessy v. Ferguson*** **(1896): Minority Opinion (Justice Harlan)**

"Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law....The destinies of the two races in this country are indissolubly linked together, and the interests of both require that the common government of all shall not permit the seeds of race hate to be planted under the sanction of law."

8. ***Sweatt v. Painter*** **(1950)**

"...the University of Texas Law School possesses to a far greater degree those qualities which are incapable of objective measurement but which make for greatness in a law school....With such a substantial and significant segment of society [i.e., blacks] excluded, we cannot conclude that the education offered petitioner [at a separate black law school] is substantially equal to that which he would receive if admitted to the University of Texas Law School."

Annotated Bibliography of Related Resources in the ERIC Database

Items in this annotated bibliography are of a theoretical nature, advocate writing in the content areas without providing detailed lesson plans, or include substantial specially prepared supplementary reading material. The ED numbers for sources included in *Resources in Education* are included to enable you to go directly to microfiche collections, or to order from the ERIC Document Reproduction Service (EDRS). If a citation has a CS number rather than an ED number, look in *RIE* or the ERIC database to find the corresponding ED number. The citations to journals are from the *Current Index to Journals in Education,* and can be acquired most economically from library collections or through interlibrary loans.

Applebee, Arthur N.; and others. *The Writing Report Card: Writing Achievement in American Schools.* National Assessment of Educational Progress, Princeton, NJ. 1986. 114p. [ED 273 994]

Based on the National Assessment of Educational Progress (NAEP) 1984 assessment of the writing achievement of American school children, this report presents national and demographic subgroup achievement results for students in grades four, eight, and eleven, and discusses students' attitudes toward writing and instruction.

Applebee, Arthur N. *Learning to Write in the Secondary School. Final Report.* School of Education, Stanford Univ., CA. 1983. 270p. [ED 227 487]

Focusing on the development of students' writing skills and on the instructional techniques used to promote those skills, this report relates the findings of the second phase of the National Study of Writing in the Secondary School. In addition to further analysis of data collected during the first phase of the study, the report provides descriptions of two new undertakings—a study of textbooks in a variety of subject areas and case studies of the writing development of 15 students over a 16-month period.

Barth, James L. *Secondary Social Studies Curriculum, Activities, and Materials.* University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706. ($15.50) 1984. 334p. [ED 255 413]

Tested in secondary schools and college classrooms, these social studies activities illustrate an integrated social studies curriculum as advocated by "The Social Studies Curriculum Guidelines" of the National Council for the Social Studies. There are four major chapters dealing with (1) civics and U.S. government, (2) global and international issues, world history, and geography, (3) U.S. history, and (4) senior problems, values and issues, futures, and careers.

Belsky, Gilbert; and others. *The Holocaust: A Teacher Resource. Tentative Edition.* Office of Curriculum and Instruction, Philadelphia School District, PA. 1979. 135p. [ED 224 733]

This collection of information, activities, primary source materials, and other resources on the Nazi Holocaust is designed to help high school students examine and comprehend the catastrophic dimensions of the Holocaust. Each unit contains background information, objectives, a vocabulary pre-test, a content outline, suggested activities, and a bibliography. Most units include excerpts of essays written by the Jewish people involved in the Holocaust and reprints from newspapers and books. Activities involve students in discussion, watching films, writing reports, drawing maps, conducting research, and other activities, such as filling in the blanks. A bibliography of print and audiovisual materials is included.

Dittmer, Allan. "Guidelines for Writing Assignments in the Content Areas," *English Journal,* v75 n4 p59-63 Apr 1986.

Presents ideas on writing instruction for teachers of mathematics, physics, accounting, biology, and social studies. Contains guidelines for designing writing assignments in various content areas.

Eveslage, Thomas. *The First Amendment: Free Speech & a Free Press. A Curriculum Guide for High School Teachers.* Quill and Scroll, The University of Iowa, Iowa City, IA 52242. ($4.50 each) 1985. 76p. [ED 261 929]

This curriculum guide is intended to encourage students to learn how everyone benefits when young people, other citizens, and the media exercise the constitutional rights of free speech and free press. Background information on free speech issues is provided, along with classroom activities, discussion questions, and student worksheets. The guide concludes with a brief summary of significant court cases and annotations of useful resources.

Farren, Sean N. "Reading Assignments across the Curriculum—A Research Report." Paper presented at the 28th Annual Meeting of the International Reading Association, 1983. 26p. [ED 233 308]

A study examined classroom practices in English, social studies, and science classrooms, seeking information on the purposes for which teachers assign reading within their specific disciplines, the reading activities that might be associated with such assignments, and the assistance or guidance that teachers might give their students to help them carry out these assignments. Results indicated that questions requiring only literal understanding of a reading passage accounted for most of those asked and that the level of explanation of the aims for the social studies reading assignments was low. The results highlight the need for teachers to monitor constantly their classroom practice in light of the aims and objectives they set for themselves.

Giese, James R.; Parisi, Lynn S., eds. *A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.* ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, CO; Social Science Education Consortium, Inc., Boulder, CO. 1986. 181p. [ED 274 612]

This volume presents a framework for teaching eighth grade U.S. history up to 1830 using an integrated humanities perspective that includes art, architecture, literature, religion, music, and dance as applied to everyday colonial life. The 28 activities are presented in standard format, including a brief introduction, list of objectives, time required, necessary materials, and step-by-step procedure. Black-line handout masters are also included.

How Does a Lesson Plan? New York City Board of Education, Division of High Schools, 131 Livingston St., Brooklyn, NY 11201. ($6.00) 1986. 65p. Reprint of 1981 edition. [ED 283 820]

This manual for secondary school teachers offers sample lesson plans that may be used to guide and stimulate experimentation and development of creative instructional units. Lesson plan components are defined, and various types of lessons and their significant characteristics are identified. The sample lesson plans cover: (1) supervised study, (2) using audio-visual aids, (3) developmental lessons, (4) dramatization, (5) reporting lessons, (6) debate/panel forum, (7) hands-on experience, (8) inquiry, (9) pre-test review, (10) post-test review, (11) skills, (12) library, and (13) class trips. A section is devoted to integrating reading and writing components, and sample lesson plans are presented in English, social studies, and science, demonstrating how reading and writing activities can be taught without diminishing content.

Langer, Judith A. "Learning through Writing: Study Skills in the Content Areas," *Journal of Reading,* v29 n5 p400-06 Feb 1986.

Examines how six high school juniors approached three common study tasks: completing short answer study questions, taking notes, and writing essays. Concludes that different study activities involve students in very different thinking patterns and also lead to different kinds of learning.

Langer, Judith A. *Writing to Study and Learn.* School of Education, Stanford Univ., CA. 1986. [ED 297 316]

Two studies examined the effects of writing on subject learning. Together, both studies indicate that tasks such as question answering and notetaking involve a superficial manipulation of content and lead to extensive but short-lived learning, while the analytic writing tasks involve a greater depth of processing and lead to longer term learning of a smaller band of information.

Langer, Judith A.; Applebee, Arthur N. *How Writing Shapes Thinking: A Study of Teaching and Learning. NCTE Research Report No. 22.* National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801. (Stock No. 21802-222, $6.95 member, $8.95 nonmember) 1987. 173p. [ED 286 205]

In the belief that effective writing instruction can be a critical component in successful learning, and to better understand the role that writing plays in content area learning, this book presents an extensive study of writing assignments in the secondary school curriculum.

Langer, Judith A.; Applebee, Arthur N. "Learning to Write: Learning to Think," *Educational Horizons,* v64 n1 p36-38 Fall 1985.

The authors suggest a broad range of writing activities for students in subject area classes, which will foster content learning as well as writing proficiency; a network of teachers skilled in developing curriculum materials based on writing; and expectations for writing in content area classes, such as mathematics, science, and social studies.

Manning, Gary; and others. "Attitudes of Middle School Students toward Low-Structure and High-Structure Content Journals." Paper presented at the 16th Annual Meeting of the Mid-South Educational Research Association, 1987. 11p. [ED 294 236]

Investigating the use of content journals—notebooks in which students record their ideas about studies in a particular subject area—to incorporate writing in content classes, a study examined the attitudes of seventh and eighth grade students toward low-structure (students choose what they want to write) and high-structure (teachers make specific assignments for entries) content journals. Results showed that the low-structure group was more positive than the high-structure group about the journals. However, the high-structure group reported the journal as enhancing learning while the low-structure group viewed journals as providing an opportunity to express personal opinions.

Myers, John W. *Writing to Learn across the Curriculum. Fastback 209.* Phi Delta Kappa Educational Foundation, Eighth St. and Union Ave., Box 789, Bloomington, IN 47402. ($0.75; quantity discounts available) 1984. 38p. [ED 248 532]

Intended for use by secondary school teachers in all subject areas, this booklet provides research based information designed to make writing a learning process. The booklet provides writing ideas and suggestions for the following subject areas: language arts, social studies, science, mathematics, industrial arts, business and vocational studies, art and music, and home economics. Among the activities discussed are (1) writing journals, (2) writing in response to films, (3) preparing oral histories, (4) writing limericks, (5) creating logic problems, (6) preparing written interviews, (7) setting up a research and development report, (8) writing in response to music or art, (9) career investigations, and (10) writing business letters.

Newell, George E.; Carlton, Jeff. "The Effects of Writing on Learning from Text." Paper presented at the 67th Annual Meeting of the American Educational Research Association, 1986. 29p. [ED 273 990]

A study compared the effects of two writing tasks (short answer exercises and analytic essay writing) with no writing on high school students' understanding of concepts from prose passages. Results from the observational stage indicated that the teachers' intention of implementing writing as learning was co-opted by an academic approach that required certainty and correctness. This approach overlooked students' need to explore new ideas more tentatively, especially for the average ability students. Results from the experimental stage revealed a significant interaction effect for class and writing task at the level of organization of the knowledge measures, with the average ability students imposing more organization on their passage knowledge with essay writing than the advanced ability class.

Newell, George E.; MacAdam, Phyllis. "Writing and Learning from Text: Case Studies of Process and Product." Paper presented at 68th Annual Meeting of the American Educational Research Association, 1987. 59p. [ED 292 101]

Given that very little is known about the kinds of writing experiences students have in content areas beyond writing for evaluative purpose, a study investigated how writing tasks interact with learning and also how the instructional context in which writing is embedded influences what students contribute to and take from writing. Results indicated analytic writing enabled students to tap personal knowledge and use concepts in new situations, and enabled general students to recall specific information from text at least as well as the academic students. Study questions enabled students to focus on the text in a full yet more superficial way.

The Newspaper as an Effective Teaching Tool. A Brief Introduction to the Newspaper in Education Concept. American Newspaper Publishers Association Foundation, The Newspaper Center, Box 17407, Dulles International Airport, Washington, DC 20041. ($1.00; $0.50 each for quantities of 51 or more) 1981. 29p. [ED 236 690]

Intended to provide readers with a variety of classroom activities using newspapers, this booklet begins with a brief explanation of the Newspaper in Education program. The second chapter discusses the various uses of the newspaper in the school curriculum, giving special consideration to the number of newspapers needed; the "how" of instructional use; teaching about the newspaper; teaching about the role of the press in a free society; the newspaper in developmental reading, remedial reading, and literature; the newspaper for writing skills and grammatical skills; and the newspaper in the social studies, political science, economics, sociology, and other disciplines. The third chapter offers tips for getting started—contacting the newspaper and determining cost, methods of payment, and services provided. The fourth chapter discusses how to evaluate the newspaper's effectiveness in education and the last chapter examines the newspaper as a resource in the classroom.

Nordberg, Beverly. "Let's Not 'Write a Report.'" Paper presented at the 3rd Annual Meeting of the National Council of Teachers of English Spring Conference, 1984. 20p. [ED 244 279]

In the traditional classroom, written reports assigned to students are generally returned as poorly written, reworded collections of facts taken from single sources. Cross-curriculum writing is a way of circumventing this and encouraging learning and thought development by the student. Writing is usually considered a communication skill, but recent research is establishing a link between the writing process and the use of cognitive skills that aid in thinking, like distinguishing relevant material and arranging data and assertions in patterns. In subject areas like social studies, methods of inquiry can be stressed, while in science, writing as a tool for organizing and evaluating a body of knowledge can be emphasized.

Oxendine, Roxanne; Mills, Randall. "Improving Students' Writing Skills in the Classroom. A Model of Comparison and Contrast Writing," *Social Studies*, v78 n6 p267-69 Nov-Dec 1987.

Presents a model for writing comparison/contrast papers which helps students organize and analyze historical information. States that history offers ample material for such writing assignments and that this model can improve student writing skills.

Patrick, John J.; Keller, Clair W. *Lessons on the Federalists Papers: Supplements to High School Courses in American History, Government, and Civics.* ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN; Indiana Univ., Bloomington, Social Studies Development Center; Organization of American Historians, Bloomington, IN. Social Studies Development Center, Indiana University, 2805 East Tenth Street, Bloomington, IN 47405. ($10.00, plus $2.00 shipping and handling) 1987. 90p. [ED 280 764]

Studying ideas from the Federalist papers provides high school students with an opportunity to examine the first principles of U.S. civic culture. By increasing their knowledge and appreciation of the basic ideas in the Federalist papers, students develop civic literacy that is likely to enhance their participation in a free society. This volume contains teaching plans for ten lessons on the Federalist papers. The content and purposes of the lessons, their characteristics, and how to select and use them are thoroughly explained in the notes to teachers. Selected papers from The Federalist are included in the appendix.

Petrosky, Anthony R.; Bartholomae, David, eds. *The Teaching of Writing. Eighty-Fifth Yearbook of the National Society for the Study of Education. Part II.* University of Chicago Press, 5801 Ellis Ave., Chicago, IL 60637 ($18.00); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801. (Stock No. 51825, $18.00 member, $22.00 nonmember) 1986. 212p. [ED 284 260]

Intended for composition teachers and researchers, as well as those involved with educational issues apart from the writing community (legislators, administrators, researchers in other fields, parents), this book contains essays that take a critical step beyond the standard arguments of the profession, pushing hard for example, at some of the complacencies of the "process approach," putting "writing across the curriculum" in historical context, bringing basic questions into specialized discussion, and looking at the political implications of presumably "neutral" uses of writing.

Risinger, C. Frederick. "Improving Writing Skills through Social Studies. ERIC Digest No. 40." ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, Indiana 47405. 1987. 4p. [ED 285 829]

A recent study by the National Assessment of Educational Progress (NAEP) directly links writing effectiveness to development of skills in critical thinking. This ERIC Digest discusses: (1) recent research on the linkage between writing and learning; (2) successful approaches to teaching writing; and (3) suggestions for including an effective writing component in the social studies curriculum. A list of resources for teaching writing in social studies is included.

Young, Roberta. "How to Teach Writing without Knowing the Meaning of AWK." Paper presented at the 20th Annual Meeting of the Texas Joint Council of Teachers of English, 1985. 7p. [ED 254 853]

Describes a Texas high school writing across the curriculum program in which an English instructor first taught the writing process to 10 colleagues from social studies and science.

Webre, Elizabeth C. *Content-Area-Related Books Recommended by Children: An Annotated Bibliography Selected from "Children's Choice" 1975-1988.* 1989. [CS 009 514]

This categorized 121-item annotated bibliography should prove useful to teachers in each of the content areas. The books listed are children's choices and are guaranteed to be informational and entertaining as students study math, health, science, social studies, and the language arts.

Clearinghouse on Reading and Communication Skills
Clearinghouse for Social Studies/Social Science Education